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ABSTRACT

The Agency for Instructional Technology recently conducted its first national contest to search out the best promotion and utilization ideas that instructional agencies use to increase use of instructional video materials; this compilation of the best ideas submitted for the competition is intended to serve as a reference for instructional technologists. The activities described are listed under four major categories: (1) Workshops, which includes two projects for teacher training on educational television (ETV); (2) Curriculum Integration, which includes a teacher inservice program to improve writing instruction; a project designed to use the "ThinkAbout" series effectively; activities in the areas of science for the second and third grades, social studies for the fifth grade, and reading/vocabulary development for the fourth grade; a resource catalog of instructional television (ITV) series; and the integration of ITV resources into state guidelines; (3) Promotion, which includes a "School Television Planning Book" designed for use by teachers; design of an ITV handbook to resemble TV Guide; an ITV newsletter from a broadcasting station; a student testimonial promoting the use of ITV from a history class; use of posters in curriculum areas to help teachers become aware of ITV; a reading contest intended to motivate children to read books in a TV series; "Reading Rainbow," a selected educational series designed to help reduce summer learning loss; teacher utilization awards; a series produced for high school students about aging; the "Family Life Education Brochure"; the Interconnect monthly newsletter; and ITV promo spots; and (4) Production, which includes an ITV teleconference/workshop; a broadcast of sample ITV programs; inservice programs on microcomputers and reading motivation; using ITV to implement state minimum standards for elementary/secondary schools; and the development of indexing and cross-reference materials for curriculums for vocational and handicapped students. (DJR)

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ITV Utilization Ideabook

1985

A collection of outstanding utilization practices

that support classroom use of instructional television

Edited by
Richard Daley, Director
Educational Resources
WITF-TV/FM
Harrisburg, Pennsylvania

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INTRODUCTION

ITV utilization activities are those promotion, curriculum and workshop practices designed to encourage school district personnel and students to use television as a key instructional tool. These activities are carried out by ITV professionals who are employed at public television stations or state education agencies or in school districts. Such activities recognize that just delivering ITV is no guarantee that the medium will be used effectively. Utilization can be thought of as "that which validates TV as an instructional tool."

The Agency for Instructional Technology (AIT) recently held an awards competition built around successful utilization promotion projects occurring around the country. The quality of submissions was high, and AIT felt the ITV community would be well served if those utilization ideas were shared throughout the system.

The following report acts as an initial clearinghouse for utilization ideas drawn from the awards submissions and for ideas other agencies have agreed to share. Each activity is listed under one of four categories:

Workshops	Promotion
Curriculum Integration	Production

As editor, I hope you find these excellent ideas of value. I certainly did and plan to implement many of them at WITF. Particular thanks to the stations and education agencies who took the time to send their utilization ideas to AIT so all could benefit from their documentation.

Richard Daley
Director, Educational Resources
and Planning
WITF-TV/FM Harrisburg, Pa.
717-236-6000

Category: Workshops - Classroom Visitations

Submitted By: Mary White
School Utilization Coordinator
Television Center, Diocese of Rockville Centre
1345 Admiral Lane
Uniondale, NY 11553

Telicare has a full-time Utilization Coordinator at the disposal of seventy-one diocesan elementary schools. This person is available all day, five days a week, to conduct model lessons on all curriculum areas for grades K-8. The Coordinator's services are publicized constantly; the yearly Program Manual, seasonal Tele-To-You newsletters and monthly correspondence extend invitations for utilization demonstrations. Additionally, the Coordinator takes the initiative to make appointments after consulting "Classroom Teacher's Television Plan," a form collected in September which asks teachers individually to indicate the programs they intend to watch on a given day and time.

This format was selected because the best way to influence teachers' attitudes about ETV is through direct contact. Showing a teacher that ETV works effectively in his/her classroom is the most convincing proof there is.

To demonstrate that ETV can work for a particular teacher with his/her students is the express purpose of this campaign. It is communicated through model lessons performed by the Utilization Coordinator for a teacher who sits back and observes. All lessons are designed for the specific group, i.e., grade level and academic ability, and center upon an educational television program. Prior to viewing, the Coordinator introduces the subject and reviews vocabulary. During the program, important concepts are called to students' attention, and afterward an extensive followup lesson is given. Largely in the followup lies the key to successful ETV utilization.

A Coordinator's responsibility is to show a teacher that followup is an indispensable element in television usage: without it, the class is "left upstream without a paddle." Although the content may vary from very creative exercises to simple, straightforward questioning, either can be effective. Most important when demonstrating a lesson is to provoke students' interest and willingness to communicate thoughts and questions on the topic. By seeing students' reactions, teachers can be convinced that this "extra" time is really "essential." Moreover, example lessons are designed to be imitated by teachers.

All schools are visited at least once a year to maintain direct contact between faculty and TV station. Upon determination by the Coordinator or recommendation of teacher and/or principal, additional appointments are made. The policy of putting a full-time Coordinator at the schools' disposal is designed to create an impact in as many schools as possible. Individual meetings between teacher and Coordinator have this effect.

A followup letter and/or phone call is made to every school after a visit to ascertain whether teacher and students benefited from the experience. In turn, the Coordinator evaluates the visit via a "TV Observation/Visitation Report." On this form, the reactions of students and teacher to program and lesson are recorded. Other than these formal means of evaluation, an informal procedure is to follow a teacher's usage through completed "Viewing Records" postdating the visit.

Category: Workshop--Preparing students to view ITV

Submitted By: Diane M. Oakley
ITV Director
WTCI-TV
Tennessee Dept. of Education/
Division of ETV and Radio
4411 Amnicola Highway
Chattanooga, Tennessee 37406

In a first-time workshop with teachers my goal is to illustrate some of the fundamental principles of using ITV. After introducing myself, I tell the teachers I would like to find out a little bit about what they already know about ITV so I hand out the enclosed "quiz." While they are completing the quiz, I turn on an ITV series with the volume turned down some.

When they have had time to work on the quiz a while (not necessarily finish it), I turn off the video tape, ask the teachers to turn their quiz sheets over to the back, and I ask them some specifics about the lesson which was just playing. Of course they don't know the answers. We then evaluate the experience as a learning activity. I let them bring out points such as they had something else to do, they didn't know they were supposed to watch, the volume was too low, etc.

I mention that this is one way of using ITV - one I hope they never use. We then watch another segment from a lesson from a different series after I have told them exactly what I want them to learn. I make sure everyone can see and hear the program. I then give another quiz and everyone scores 100. We then contrast the first and second activities as teaching tools. We mention issues such as their attention was focused on the lesson, they knew for which specifics to watch and the more positive feeling they have when they succeed instead of fail. I also discuss that my previewing activity (telling them what to look for) is not the best choice but that in the interest of time for my purposes it's the most effective. We then discuss some more favorable alternatives for previewing activities. We conclude by discussing the answers to the quiz they originally took.

ITV QUIZ

1. On which channel(s) could you watch WTCI?

2. In what way(s) is WTCI different from other TV stations?

3. What is ITV? (what do the letters stand for)

4. Where do you think WTCI gets its programming?

5. What types of programming will you find on WTCI's channel?

6. What kind of antenna do you need to receive WTCI?

True - False

____ 1. Using an ITV program is an easy way of getting out of plønning a lesson.

____ 2. ITV is part of a total educational environment and not an unrelated supplement to the learning process.

____ 3. ITV can act as a "window of the world" opening opportunities not otherwise available in the classroom.

____ 4. ITV can introduce the unfamiliar and reinforce the familiar.

____ 5. ITV is a good activity for students while the teacher catches up with paper work.

____ 6. ITV can be used to teach objectives other than the obvious ones or those listed in the teacher's guide.

____ 7. To effectively use ITV the teacher should plan for pre-viewing and follow-up activities.

Category: Curriculum Integration - Teacher Inservice - Teaching Writing

Submitted By: Walter Freas
Director, Educational Services Division
New Jersey Network
1573 Parkside Avenue
Trenton, New Jersey 08625

To improve writing instruction in our state, the New Jersey State Department of Education selected the Maryland Instructional Television series Teaching Writing: A Process Approach to use as a base for a "turn-key" approach to providing staff development programs in local districts. This staff training manual was developed and regional workshops provided local workshop leaders the training and background necessary to conduct their local staff development effort. Programming was provided by NEW JERSEY NETWORK via a broadcast schedule, an alternative cable television schedule and video tape. The Network negotiated a license to distribute via video tape and to allow local districts to reproduce the tapes for a limited period of time. This approach to staff development allows a consistent body of content through the use of video tape series and the accompanying print scheduling local staff development efforts.

The staff training manual and the regional sessions for local workshop leaders were central to this statewide campaign for improving writing instruction. Regional training sessions provided these leaders with initial exposure to the video tape series. They became familiar with the organization of the staff training manual and the help it could provide them in structuring their local efforts. This training manual eased the burden of local workshop leaders by providing procedures and materials necessary for each of the sessions.

For each of the nine sessions the following information is included: objectives, materials, primary activities for the participants, leader preparation workshop procedures, suggested handouts and masters for transparencies. Examples from the training manual are shown on the next two pages.

ORIENTATION TO THE TRAINING MODULES

Required Materials

This training manual has been designed to be used in conjunction with the Maryland Instructional Television videotapes and accompanying print materials. The videotapes may be recorded during the period of the copyright agreement, currently secured through December 31, 1984. Check with New Jersey Network, 1573 Parkside Avenue, Trenton, New Jersey 08625, (609) 984-0520, to find out when the tapes will be aired. To obtain copies of the two paperback books, Study Guide to Accompany Teaching Writing: A Process Approach, and Teaching Writing: A Process Approach, A Survey of Research, write to the publisher, Kendall/Hunt Publishing Company, 2460 Kerper Boulevard, Dubuque, Iowa 52001.

Scheduling the Sessions

A minimum of one hour will be needed to conduct the training session for each module. More time will probably be desirable in most sessions. The time required for training will vary with the presentation style and experience of the presenter, the knowledge level of the participants, and the nature of the group interaction. The local workshop leader should consider these factors before scheduling each session.

If the time available for each training session is short, or if the topic is of particular relevance to the group, several sessions might be devoted to one module and videotape. For example, the topics, "Diagnosis" and "Evaluation" might each be expanded to more than one session. The study guide contains many suggested activities which may be included in a more comprehensive training effort.

The Setting for the Sessions

Participants must have an unobstructed view of a television monitor. Several monitors may need to be connected to the videoplayer to accommodate the group. An overhead projector should be available.

Tables and chairs should be arranged to allow for group interaction. The group of participants should be small enough to encourage discussion. Providing refreshments may contribute to creating an informal atmosphere conducive to active participant involvement.

Format of the Modules

Each module is divided into three main parts. The first part includes the objectives, materials, primary activities for the participants, and leader preparation. The second part contains the workshop procedures, i.e., sequential instructions for conducting the session. The final part contains masters for the handouts and overhead transparencies that require reproduction for the workshop session. The Appendices contain writing samples that may be reproduced for use where indicated in the modules. Whenever possible, writing samples from the participants' students should be substituted.

SESSION I
HANDOUT 2

FORMAT FOR ALL NINE IN-SERVICE SESSIONS

Participants will:

- Review the objectives for the session.
- View a videotape in this series.
- Discuss the content of the taped presentation in small and/or large group settings.
- Engage in an activity appropriate to the taped presentation content.
- Select an instructional strategy to use with a class of students.
- Share the outcomes of the use of the strategy at the next session.
- Plan to engage in journal or personal writing for at least five minutes each day.
- Be encouraged to share their writing.
- Be provided with details about subsequent sessions.

Category: Curriculum Integration - ThinkAbout

Submitted By: Nancy Paysinger, Director
Media Services Unit
Division of Instructional Media Services
Georgia Department of Education
Twin Towers East
Atlanta, Georgia 30334

The Georgia Department of Education under the leadership of Lucille Jordan, Associate State Superintendent, and Mr. Max Wilson, Director, Division of Instructional Media Services, developed an intensive utilization project designed to ensure effective use of the "ThinkAbout" series. Leadership teams, composed of middle-grade teachers, media specialists, and administrators, were designated by local superintendents and trained by personnel at one day, drive-in/drive-out, regional workshops. These teams then trained teams from other schools in their systems. This format was selected to ensure commitment from the superintendent; to coordinate and involve both administrative and instructional units; and to limit travel expense and out-of-school time for local staff. The peer training format provided for additional training at the local level when needed, aided implementation and promoted integration of the series according to local curriculum, staff needs, and student populace.

The primary purpose was to integrate "ThinkAbout" into the Basic Life-Process Skills instruction on a statewide basis and to foster an interdisciplinary approach to learning. Promotional activities included:

1. Speech promoting integration of series into instruction by Associate State Superintendent of Instructional Services at annual meeting of School Superintendents.
2. Television broadcast, "Report to the People," an evening program about Georgia Board of Education proceedings, with discussion and film clips of the series (videotape submitted).
3. Articles in Alert (DOE monthly publication); Curriculum Currents (state curriculum directors' newsletter); Media Memo; GAIT/Way and other publications of state professional organizations; and local newspapers throughout the state.
4. Letter to superintendents inviting the participation of their systems in training, from Associate State Superintendent of Instructional Services.
5. ITV broadcast of "About ThinkAbout in Georgia" for viewing by leadership teams prior to workshop training (videotape submitted).
6. Training for leadership teams by DIMS and other DOE personnel.
7. Chart detailing correlation of "ThinkAbout" with the basic skills requirements and criterion referenced testing program adopted by Georgia Board of Education. (See following pages.)
8. Implementation plans developed by leadership teams for local peer training inservice and utilization.
9. Staff development recertification credits for planning and utilization of series.
10. Pilot participation by 23 school systems (1979-80) to refine implementation plan. This approach significantly increased teacher utilization of ThinkAbout with this utilization integrated to major state Department of Education curriculum initiatives in basic skills and criterion-referenced testing programs.

THINKABOUT SKILLS LANGUAGE ARTS SKILLS	PROGRAM NUMBERS	ESSENTIAL SKILLS LANGUAGE ARTS SKILLS
Reading		
• Adjusting the rate of reading to suit one's purpose and the type of material being read.	36	F-8
• Comparing and contrasting ideas in a selection with one's own ideas.	12	E-13,E-14,I-2,I-3,I-6
• Identifying ambiguous statements.	9	E-17
• Identifying an author's assumptions.	9, 14	E-4
• Stating the main idea of a selected work.	12, 41	E-1,E-4
• Summarizing the meaning of a selection.	12, 21, 41	E-5
• Using context clues to clarify the meaning of a selection.	5, 13	D-2,D-4
• Using headlines and the first paragraph of news articles to get the main idea.	12	E-1,E-4,F-6,G-3
Writing		
• Arranging paragraphs in a sequence.	51	H-7
• Perceiving the importance of legible handwriting.	29	H-2
• Preparing an outline as an aid to writing.	21	H-6
• Producing a written description, narrative, or poem about an event, experience, or feeling.	3, 12, 26	A-2,A-7,H-3,H-6,H-7
• Supporting generalizations with specifics.	41	H-6
• Writing a communication that is designed to convince or persuade.	20, 41, 51	H-6
Listening		
• Demonstrating appropriate listening behavior.	2, 35	B-2
• Identifying the probable purpose of an oral communication.	13	B-2,B-3
• Paraphrasing or summarizing an oral communication.		B-3

THINKABOUT SKILLS		ESSENTIAL SKILLS
Listening (Cont'd.)	PROGRAM NUMBERS	LANGUAGE ARTS SKILLS
• Recognizing how emphasis, intonation, context, pauses, and nonverbal behavior add to the meaning of an oral communication.	10, *50*	B-2,B-3
• Understanding orally presented directions.	*32*	B-3
Speaking/Discussing/Presenting		
• Considering the effects of a presentation upon a particular audience.	11, *32*, 37, 52, 53, 54	H-2,H-3,H-8,J-2
• Demonstrating respect for one's audience.	*11*, *30*, 52	H-8
• Developing criteria for judging the appropriateness of a presentation for a specific purpose.	30	
• Making a presentation interesting.	52, 54	H-4
• Making an audio-visual presentation.	11, *24*, 32	
• Making relevant comments while participating in a discussion.	2, *30*	H-4,H-5
• Organizing thoughts in a useful pattern when making a presentation.	*11*, 51	
• Rehearsing a presentation.	*50*, 52, 53	
• Using analogies and metaphors to explain complex ideas.	4, 19, 21	H-3,H-4
• Using appropriate nonverbal behavior to add to the meaning of a communication.	25, 52	
• Using emphasis, intonation, and pauses to add meaning.	10, 50, 52	H-4,H-8
• Using style of communication appropriate to the audience.	50	H-8
• Using various art forms as alternative forms of communication.	23, 54	
Viewing and Observing		
• Describing factually what was observed.	*12*, *16*, *17*, *21* *24*, *27*, 46	
• Describing how the audio and visual portions of a film contribute to its meaning.	11 *32*	

THINKABOUT SKILLS		ESSENTIAL SKILLS
Viewing and Observing (Cont'd.)	**PROGRAM NUMBERS**	**LANGUAGE ARTS SKILLS**
• Identifying clues that contribute to or detract from the total message of a visual communication	11, 32	
• Identifying probable purpose of a visual communication.	48	
MATHEMATICS SKILLS		
Graphs, Maps, and Scale Drawings		E-20
• Choosing a graphing technique.	41	
• Reading a line graph.	22, 24, 48	E-20
• Reading and making a bar graph.	18	E-20
• Reading and making a scale drawing.	3	E-20
• Reading maps using legends and scales.	12, 42, 51 57, 58, 59	E-20
STUDY SKILLS		
• Conducting a survey.	18	
• Determining if the source is reliable.	44	B-9, E-17
• Locating print and nonprint reference material in a library or media center.	1, 17, 23	F-4
• Making predictions from data.	27	E-7
• Performing an experiment.	24, 27	
• Planning and completing a task independently.	31, 43, 49	
• Remembering required information.	4, 19	F-7
• Taking and using notes.	16, 17, 19, 21, 45, 46	H-6
• Using a problem-solving guide.	8, 23	F-3
• Using resource persons to obtain information.	17, 18, 21, 29 30, 44, 46, 47, 59	F-3
• Using standard reference aids:		F-3, G-3
bilingual dictionary,	45	
classified ads in a newspaper,	16	
encyclopedia.	17	
• Using test-taking strategies.	34	
• Using the index and table of contents of a book to locate information.	1	F-3

Relating ThinkAbout Skills to Georgia Criterion-Referenced Tests Objectives

Key:

R = Reading Test
M = Math Test
CD = Career Development Test
/x = Objective Number

THINKABOUT CLUSTERS	SUBJECT SKILL AREAS: Reading	Graphs, Maps	Measurement	Computation	Study Skills	Career Development
1. Finding alternatives (Programs 1-3)					Gr 4R/18 Gr 6R/19, 20 Gr 8R/7,9	Gr 4CD/18, 19, 20 Gr 8CD/18
2. Estimating and Approximating (Programs 5-7)			Gr 4M/17 Gr 6M/14, 16 Gr 8M/14, 17			
3. Giving and Getting Meaning (Programs 9-14)	Gr 4R/12, 13, 16, 17 Gr 6R/8,10 12,14,15 Gr 8R/10, 11,14,15	Gr 4M/11, 19 Gr 6 R/17 M/18 Gr 8M/18				
4. Collecting Information (Programs 16-18)		Gr 4M/18, 19 Gr 6M/18 Gr 8M/18, 19			Gr 8R/9	Gr 8CD/13
5. Classifying (Programs 20-22)	Gr 4R/14, 15 Gr 8R/18					Gr 4CD/11
6. Finding Patterns (Programs 24-27)	Gr 4R/14, 15 Gr 8R/15	Gr 4M/19 Gr 6M/18 Gr 8M/18		Gr 4M/10 Gr 6M/8 Gr 8M/9	Gr 8M/1	Gr 4CD/15,16 Gr 8CD/9, 12

THINKABOUT CLUSTERS	SUBJECT SKILL AREAS					
	Reading	Graphs, Maps	Measure-ment	Computa-tion	Study Skills	Career Develop-ment
7. Generalizing (Programs 29, 20)	Gr 4R/19 Gr 6R/14, 15		Gr 4M/13 Gr 6M/8		Gr 8M/1	Gr 4CD/9,11 12, 19, 20 Gr 8CD/12, 15, 18, 20
8. Sequencing and Scheduling (Programs 32, 33)	Gr 4R/19 Gr 6R/13,16 Gr 8R/12			Gr 6M/7		Gr 4CD/19, 20 Gr 8CD/10, 18
9. Using Criteria (Programs 35, 37)						Gr 4CD/17, 18 Gr 8CD/13, 14, 16
10. Reshaping Information (Programs 39-42)	Gr 4R/11 Gr 6R/7,17 Gr 8R/17	Gr 4M/11, 18, 19 Gr 6M/18 Gr 8M/18		Gr 4M/2,14 Gr 6M/3,19 Gr 8M/2,3, 13,19		Gr 8CD/11
11. Judging Information (Programs 44-48)	Gr 4R/13 Gr 6R/12 Gr 8R/11	Gr 4M/18, 19, 20 Gr 6M/18, 20 Gr 6R/17 Gr 8M/18,20		Gr 6M/19 Gr 8M/19	Gr 4R/18 Gr 6R/19, 20 Gr 8R/7,9	Gr 8CD/13, 20
12. Communicating Effectively (Programs 50-54)		Gr 4M/11, 18 Gr 6M/18 Gr 6R/17 Gr 8M/18				Gr 8CD/11
13. Solving Problems (Programs 56-59)	Gr 6R/17		Gr 4M/17 Gr 6M/14,16 Gr 8M/14,16, 17			Gr 4CD/3,17 18,19,20 Gr 8CD/12, 18,19,20

THINKABOUT CLUSTERS	SUBJECT SKILL AREAS					
	Reading	Graphs, Maps	Measure-ment	Computa-tion	Study Skills	Career Develop-ment
TIPS Programs Program 8 - Find Your Guide Program 23 - Many Ways to Go						Gr 4CD/18, 19, 20 Gr 8CD/9, 18
Program 31 - Practice For Success						Gr 4CD/1 Gr 8CD/1,4, 5, 8, 10
Program 49 - Deal With Yourself						Gr 4CD/2 Gr 8CD/7

Category: Curriculum Integration - Utilization Idea Sharing

Submitted By: Pam Johnson
Tony Buttino
WNED P.O. Box 1263
Buffalo, N.Y. 14240

The ITV Directors in New York State recognize outstanding utilization performances through an awards program, "Utilization of Television in Education." The utilization ideas are submitted using the form shown below. WNED collects their local nominations into a "Utilization Exchange Guide" which is then distributed to teachers. An example showing three utilization ideas follows this page.

Utilization of Television in Education (UTIE)

NOMINATOR _____ TELEPHONE _____

TEACHER NOMINEE _____ DISTRICT _____

SCHOOL _____ GRADE AND/OR SUBJECT _____

ABILITY LEVEL _____

1 Title of TV series _____

Program (title) _____

2 TV program synopsis _____

_____

3 Students viewed via broadcast _____

or videotape delay _____

4 Curriculum area _____

5 Unit of instruction _____

6 Instructional unit objectives _____

_____

_____

7 General description of program utilization _____

_____

_____

(a) Preparation (teacher and student participation) _____

_____

_____

_____

(b) Follow-up (teacher and student participation) _____

_____

8 Identify any special instructional techniques (not included above) _____

_____

9 Description of results of this utilization (ex. effect on pupils/teachers/ administrators; spin-off activities) _____

_____

_____

_____

_____

10 Documentation and/or report. If available, art work, slides, individual and/or class projects, photos, scrapbook, newsletter, video tape production _____

_____

_____

Use additional pages if necessary

UTILIZATION OF TELEVISION IN EDUCATION

1983-84
WNY THIRD PLACE WINNER

CURRICULUM AREA: Science **GRADE:** 2,3

UNIT OF INSTRUCTION: Styles of scientific thinking, exploration and creativity

TITLE OF TV SERIES: 3-2-1 CONTACT

PROGRAM (Title): N/A (entire series used)

TV SERIES SYNOPSIS: 3-2-1 CONTACT is a science series designed for intermediate grade level students. The programs are organized around weekly themes, with each day's program highlighting a basic concept. The educational content emphasizes key concepts rather than specific facts. The programs seek to arouse the innate curiosity of children in the natural and technological world.

STUDENTS VIEWED VIA WNED BROADCAST _____

OR VIDEOTAPE DELAY X

INSTRUCTIONAL UNIT OBJECTIVES: To develop increasingly complex thinking skills: knowledge, comprehension, application, analysis, synthesis, and evaluation; to develop basic scientific concepts appropriate to the second, third grade levels.

GENERAL DESCRIPTION OF PROGRAM UTILIZATION:

3-2-1 CONTACT is used to support and supplement Mr. Kaiser's science program. At the conclusion of each science unit, the class views the appropriate 3-2-1 programs. The students then formulate questions for one another based on the theme of the programs. The questions may require simple recall of key facts and definitions, although they are encouraged to ask questions requiring more abstract thinking.

- PREPARATION (Teacher and student participation):

Prior to viewing 3-2-1 CONTACT, students are involved in activities pertaining to the particular unit of study. The activities are designed to encourage student curiosity about how the concept being studied relates to other areas.

- FOLLOW-UP (Teacher and student participation):

After viewing the 3-2-1 CONTACT program(s), each student formulates a question, writes it, and gives it to another child to answer. The teacher then determines the appropriateness of the question and the response in a conference with individual students, or as part of a class discussion. Science concepts, thinking skills, and writing skills are reinforced with this activity.

IDENTIFY ANY SPECIAL INSTRUCTIONAL TECHNIQUES:

DESCRIPTION OF RESULTS OF THIS UTILIZATION:

Mr. Kaiser reports that his students take a more active role in viewing 3-2-1 CONTACT programs. They realize the importance of their questions in the ensuing discussions and thus, are better able to focus their attention on the program's content and concepts.

DOCUMENTATION AND/OR REPORT:

A model 3-2-1 CONTACT "Questioner's Worksheet" is available upon request from Mark Kaiser.

TEACHER: Mark L. Kaiser **DISTRICT:** Williamsville

SCHOOL: Country Parkway Elementary **ABILITY LEVEL:** heterogeneous

DISTRICT MEDIA SPECIALIST: Norman Plezia

***For further information contact your library/media specialist OR WNED-TV, 881-5000.

UTILIZATION OF TELEVISION IN EDUCATION

1983-84
WNY SECOND PLACE WINNER

CURRICULUM AREA: Social Studies **GRADE:** 5

UNIT OF INSTRUCTION: Current Events

TITLE OF TV SERIES: ASSIGNMENT: THE WORLD

PROGRAM (Title): N/A (entire series used)

TV SERIES SYNOPSIS: ASSIGNMENT: THE WORLD is a weekly news program covering world and national events. The series is designed for intermediate level audiences. The programs encourage students to think beyond the boundaries of their classroom.

STUDENTS VIEWED VIA WNED BROADCAST _____

OR VIDEOTAPE DELAY X

INSTRUCTIONAL UNIT OBJECTIVES: To learn what is going on in the world -- the event, where it takes place and the newsmakers involved; to develop an understanding of why an event is important and how it may have impact elsewhere; to become familiar with key words, phrases and general news jargon.

GENERAL DESCRIPTION OF PROGRAM UTILIZATION:

Ms. O'Donnell uses ASSIGNMENT: THE WORLD every week with her students, all of whom are profoundly hearing impaired. The fifteen-minute broadcast is very popular with both teacher and students, mainly because one of the broadcasts is a special signed version.

- PREPARATION (Teacher and student participation):

Students review the "Clues in the News" from the previous week and try to unravel the mystery of the clue. Ms. O'Donnell assists her students by interpreting and explaining unfamiliar terms and jargon. Students take an active part while viewing the program, answering questions in the Pop Quiz segment.

- FOLLOW-UP (Teacher and student participation):

Students take part in problem solving exercises presented in the program (clues to names, titles and geographic information). They also discuss answers to the Clues in the News as well as answer questions presented in the "five w's" segment (who, where, when, why, and which). Both of these activities involve the entire class in both discussion and chalkboard use.

Writing skills are reinforced as the class writes letters to the ATW Mail Bag, expressing their opinions on topical issues.

IDENTIFY ANY SPECIAL INSTRUCTIONAL TECHNIQUES:

Ms. O'Donnell incorporates "total communication" with her students in the activities surrounding ASSIGNMENT: THE WORLD. She utilizes and encourages the students to use signs, fingerspelling, gestures, media, reading, writing, and hearing aids.

DESCRIPTION OF RESULTS OF THIS UTILIZATION:

It is reported that the interpreted ASSIGNMENT: THE WORLD keeps the students' attention and interest, and consequently, social studies skills have improved.

DOCUMENTATION AND/OR REPORT:

A copy of the students' letter to Virginia Bachelor of ATW, and a videotape of Ms. O'Donnell's ATW lesson, are available upon request from Mr. Russell.

TEACHER: Jackie O'Donnell **DISTRICT:** N/A

SCHOOL: St. Mary's School for the Deaf **ABILITY LEVEL:** upper elementary

DISTRICT MEDIA SPECIALIST: Mr. John W. Russell

***For further information contact your library/media specialist OR WNED-TV, 881-5000.

UTILIZATION OF TELEVISION IN EDUCATION

1983-84 STATE WIDE FIRST PLACE WINNER
and WNY FIRST PLACE WINNER

CURRICULUM AREA: Reading **GRADE:** 4

UNIT OF INSTRUCTION: Vocabulary Development

TITLE OF TV SERIES: WORDSMITH

PROGRAM (Title): N/A (entire series used)

TV SERIES SYNOPSIS: WORDSMITH introduces students to the idea of word roots and word families, and attempts to interest students in the history of words we use. The series provides a variety of interesting and unusual approaches to vocabulary development and etymology.

STUDENTS VIEWED VIA WNED BROADCAST X

OR VIDEOTAPE DELAY _____

INSTRUCTIONAL UNIT OBJECTIVES: To develop the student's ability to recognize word parts such as prefixes, suffixes, roots, and word families; to implement these word parts when attacking unfamiliar word meanings.

GENERAL DESCRIPTION OF PROGRAM UTILIZATION:

In addition to vocabulary development, WORDSMITH is used to reinforce the following skills: listening, following directions, dictionary usage, and note-taking (organization, selection, elimination, and utilization).

- PREPARATION (Teacher and student participation):

Prior to viewing WORDSMITH, the students are given a preview of the program taken from the teacher's guide. While viewing, the students take notes on unfamiliar words.

- FOLLOW-UP (Teacher and student participation):

The following day, words presented on the program are discussed and written on the board. Students write them in their notebooks. Additional related words are located in the dictionary and included in their notebooks. The notebooks are used for spelling and English lessons as well as for reading. Students refer to their notebooks during the year for review and preparation for tests.

IDENTIFY ANY SPECIAL INSTRUCTIONAL TECHNIQUES:

Ms. McCord's class uses an Apple computer and the program "Word Attack" by J. Davidson and K. Eckert to enrich and reinforce WORDSMITH skills. The class developed its own word exercises to plug into the "Word Attack" program - "Body Language" and "Where's the Beef?".

The class is in the process of preparing a video production using the WORDSMITH format.

DESCRIPTION OF RESULTS OF THIS UTILIZATION:

Ms. McCord reports that students have become much better at following directions, note-taking, and test-taking. The greatest benefits, however, have been:

Vocabulary Awareness - How to apply prefix, suffix, word roots, and word families to attack unfamiliar word meanings.

Curiosity - Increased interest in the history and meanings of words.

DOCUMENTATION AND/OR REPORT:

Individual and group notebooks, student-made dictionaries, WORDSMITH video production, and computer activities are available upon request from Ms. McCord.

TEACHER: Mary Kay McCord **DISTRICT:** Ellicottville

SCHOOL: Ellicottville **ABILITY LEVEL:** above average

DISTRICT MEDIA SPECIALIST: Carol A. Ranke

***For further information contact your library/media specialist OR WNED-TV, 881-5000.

Category: Curriculum Integration - Dewey Decimal Classification of ITV Resources in ITV Handbook

Submitted By: The School Television Staff
State Department of Public Instruction
Raleigh, North Carolina 27611

Integrated with the North Carolina School Television Book, the Division of School Television Staff, North Carolina Department of Public Instruction, publishes a catalog of school TV resources: School Television Today. This catalog is designed not only as an index to available ITV series but also as classification of all ITV series through a Dewey Decimal reference number. This classification supports the storage and retrieval of ITV series video tape and simplifies integrating ITV series to print resources already Dewey classified.

RE-RECORD RIGHTS: School-Year Use

500.2

Kinetic Karnival of Jeanl Walker

Science is not something that always happens in a science building or a classroom/laboratory; it is the way the everyday world works. This series is about that world, teaching physical principles through graphic demonstrations done in a colorful and highly entertaining style.

PRODUCER/DISTRIBUTOR: Great Plains National ITV Library

Six 30-minute Programs

Monday	Tuesday	Wednesday	Thursday	Friday
		10:15-10:45 9/19-10/24	1:00-1:30 1/10-2/14	11:00-11:30 5/1-6/7 1:15-1:45 3/1-4/5

DATES	LESSON
September 19	1. Forces and Collisions
26	2. Rotation
October 3	3. Fluid Flow and Friction
10	4. Viscosity
17	5. The Leidenfrost Effect
24	6. The Science of Cooking
January 10	1. Forces and Collisions
17	2. Rotation
24	3. Fluid Flow and Friction
31	4. Viscosity
February 7	5. The Leidenfrost Effect
14	6. The Science of Cooking
March 1	1. Forces and Collisions
8	2. Rotation
15	3. Fluid Flow and Friction
22	4. Viscosity
29	5. The Leidenfrost Effect
April 5	6. The Science of Cooking
May 3	1. Forces and Collisions
10	2. Rotation
17	3. Fluid Flow and Friction
24	4. Viscosity
31	5. The Leidenfrost Effect
June 7	6. The Science of Cooking

RE-RECORD RIGHTS: School-Year Use

516

Landscape of Geometry

Host David Stringer explains basic concepts of geometry, showing how they can be put to work in the real world. In humorous fashion he demonstrates their application in engineering and archaeology, for example, and suggests activities to help students grasp the fascinating practical applications of the subject.

PRODUCER/DISTRIBUTOR: Ontario Educational Communications Authority

Eight 15-minute Programs

Monday	Tuesday	Wednesday	Thursday	Friday
	11:45-12:00 9/18-11/6		9:15-10:30 4/18-6/6	2:00-10:15 1/11-3/1

DATES	LESSON
September 18	1. The Shape of Things
25	2. It's Rude to Point
October 2	3. Lines That Cross
9	4. Lines That Don't Cross
16	5. Up, Down and Sideways
23	6. Trustworthy
30	7. Cracking Up
November 6	8. The Range of Change
January 11	1. The Shape of Things
18	2. It's Rude to Point
25	3. Lines That Cross
February 1	4. Lines That Don't Cross
8	5. Up, Down and Sideways
15	6. Trustworthy
22	7. Cracking Up
March 1	8. The Range of Change
April 18	1. The Shape of Things
25	2. It's Rude to Point
May 2	3. Lines That Cross
9	4. Lines That Don't Cross
16	5. Up, Down and Sideways
23	6. Trustworthy
30	7. Cracking Up
June 6	8. The Range of Change

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Category: Curriculum Integration: Integrate ITV series to State Department of Education Curriculum Guidelines

Submitted By: Pam Johnson
ITV Coordinator
WNED P.O. Box 1263
Buffalo, N.Y. 14240

The New York State Department of Education (as do other state departments) publishes curriculum guidelines for district use at the local level. WNED has begun to integrate ITV Resources to the state guidelines. Using an easily read matrix the curriculum areas are identified by their module/skill/behaviors language with appropriate ITV integration, then keyed to that language.

An example of the matrix is shown below.

USING INSTRUCTIONAL TELEVISION TO IMPLEMENT HOME AND CAREER SKILLS OBJECTIVES

(based on draft syllabus)

Module/Major Skills, Knowledge & Behaviors	Suggested ITV Series & Description	Appropriate Program Titles	WNED-TV Broadcast Method
H-1 THE PROCESS .Decision-making .Problem-solving .Management .Role of values, goals & resources	GIVE AND TAKE Teenagers are active participants in our economy. They are consumers, forming a large market for many products and services. They are producers, working at full or part-time jobs. GIVE AND TAKE is designed to improve personal economics instruction in schools, and help 13-15 year olds improve their economic reasoning and decision-making skills. Junior/Senior High.	1. You Choose: Scarcity & personal decision making 2. We choose: Scarcity & social decision making	WNED-TV Video Library Project (overnight block broadcasts for school record). BOCES as back-up
	ON THE LEVEL Is designed to help young people understand what is happening to them as they grow up, and to encourage their active participation in the hard work of adolescence - reaching maturity through social and personal growth. Grades 9-12	1. Face to Face (dealing with conflict) 12. Alternate Route (thinking)	Video Library Project BOCES as back-up
	THINKABOUT, A & B A series of programs that helps the fifth and sixth graders acquire and use the skills they must have to be independent learners and problem-solvers. The series deals with language arts, mathematics, and study skills, and puts special emphasis on their common denominator, thinking.	Entire Series (topics include brainstorming, block-busting, classifying information, searching for unknowns, drawing conclusions, estimating, summarizing & more).	Daytime A. Wednesdays at 10:45 a.m. (Sept-May) B. Fridays at 11:00 a.m. (Sept-May) BOCES as back-up
	TRADE-OFFS Designed to help grades4-6 students learn to think their way through economic problems and to help them understand how their economic decisions involve both costsand benefits. Each of the programs considers an economic problem relevant to the daily life of the child, emphasizes economic principles and reasoning processes involved in dealing with the problem and introduces similar unresolved problems to stimulate classroom follow-up activities.	1. Choice 2. Malcolm Decides 3. We Decide	Daytime Wednesdays, 11:00 a.m. (Jan 30-May 22) BOCES as back-up
	YES, INC. Developed to inspire minority youth to prepare themselves for technological careers, this dramatic series is set in a community employment skills	5. All the Difference (change, risk, personal identity, behavior coping skills)	Video Library Project BOCES as back-up

Category: Promotion - Schedule of programs/calendar integration

Submitted By: The School Television Staff
State Department of Public Instruction
Raleigh, North Carolina 27611

A "School Television Planning Book" is sent to North Carolina teachers to assist teachers in scheduling ITV resources into their lesson plans. The book design combines the monthly schedule on the upper leaf and a block calendar on the lower leaf.

(See next page.)

April

Monday

8:30 WRITE ON
#51,53,55,57
8:35 COMMUNITY OF LIVING THINGS
#7-10
8:50 READALONG 1
#20,1,4,7
9:00 SESAME STREET
10:00 STORYBOARD
#10-12
10:15 SHORT STORY SHOWCASE
#2-5
11:00 ELIN GOODBODY
#6-8
EMERGENCY 1ST AID
#1
Begins 4/29
11:15 AMERICAN LEGACY
#10-12
11:30 LET ME SEE
#4-7
11:45 ACROSS CULTURES
#8-11
12:00 COMBINED SQUAD
#5-8
12:20 READALONG 2
#13,16,19,1
12:30 ELECTRIC COMPANY
1:00 SEARCH FOR SOLUTIONS
#3-6
1:20 PARLES-MOI
#51,53,55,57
1:30 TIP TOP TEN
#26-29
1:40 TRADE-OFFS
#11-14
2:00 3-2-1 CONTACT
Season II
3-2-1 CONTACT
Season I
Begins 4/8
2:30 DEALING IN DISCIPLINE
#5-8

Tuesday

8:30 SCHOOL TV UPDATE
8:45 WRITE ON
#52,54,56,58
8:50 READALONG 1
#20,1,4,7
9:00 SESAME STREET
10:00 ARTS EXPRESS
#3-6
10:15 VOYAGE OF MINI 013
GET AND ABOUT
#1-3
Begins 4/10
10:30 CALLING SAFETY SCOUTS
#3-6
10:45 BREAD & BUTTERFLIES
#10-13
11:00 UP CLOSE AND NATURAL
#10-13
11:15 TAE WAYS
#3-6
11:30 THINKABOUT
#51,53,55,57
11:45 TUNED IN
#6-9
12:00 WAYS OF THE LAW
#9-12
12:20 READALONG 2
#13,16,19,1
12:30 ELECTRIC COMPANY
1:00 CURSIVE HAND-WRITING
#13,17,19,21
1:15 CORNER CUPS
#3-5
1:30 FOOTSTEPS
#27-30
3:00 3-2-1 CONTACT
Season II
3-2-1 CONTACT
Season I
Begins 4/9
3:30 O & A INSTRUCTION
#9-12
3:00 COMPUTER PROGRAMS
#10
READY OR NOT
#1-3
Begins 4/16

Wednesday

8:30 JOBS
#8-10
8:50 READALONG 1
#29,2,5
9:00 SESAME STREET
10:00 MAKING IT WORK
#4-6
10:15 WHAT ON EARTH
#21-23
10:45 MATH LAB VIII
#9-11
11:00 MOVING RIGHT ALONG
#2-4
11:30 HIGH FEATHER
#5-7
12:00 CAROLINA CARDINAL
#9-11
12:20 READALONG 2
#14,17,20
12:30 ELECTRIC COMPANY
1:00 ARTSCAPE
#6-8
1:15 CURSIVE HAND-WRITING
#16,18,20
1:30 BEST COVER TO COVER II
#10-12
1:45 ACROSS CULTURES
#8-10
3:00 3-2-1 CONTACT
Season II
3-2-1 CONTACT
Season I
Begins 4/10
3:30 WHY IS THE WORLD 4/3
Q & A PRINCIPALS
4/17, 4/24

Thursday

8:30 TIP TOP TEN
#26-28
8:40 PARLES-MOI
#52,54,56
8:50 READALONG 1
#29,2,5
9:00 SESAME STREET
10:00 THE MUSIC BOX
#5-7
10:15 VOYAGE OF MINI 013A
LANDSCAPE OF GEOMETRY
#1,2
Begins 4/10
10:30 UP CLOSE AND NATURAL
#10-12
10:45 FEATHERLY'S FABLES
#11-13
11:00 SUPPER OF JUDGMENT
#2-4
11:30 THINKABOUT
#52,54,56
11:45 SELF INC.
#11-13
12:00 ANIMALS & SUCH
#10-12
12:15 WRITE ON
#51,53,55
12:30 READALONG 2
#14,17,20
12:30 ELECTRIC COMPANY
1:00 CASE STUDIES
#2-4
1:30 SPECIALS
1:45 WE LIVE NEXT DOOR
#2-4
3:00 3-2-1 CONTACT
Season II
3-2-1 CONTACT
Season I
Begins 4/11
3:30 READY OR NOT
#6-8
3:00 COMPUTER PROGRAMS
#5-6
Q & A PRINCIPALS
4/18

Friday

8:30 SESAME STREET
#7-9
8:50 READALONG 1
#30,3,6
9:00 SESAME STREET
10:00 ARTS ALIVE
#5-7
10:15 GIVE AND TAKE
#6-8
10:30 VISIONS
#5-7
11:00 SPECIALS
11:30 SPECIALS
12:00 READY
#10-13
12:15 WRITE ON
#52,54,56
12:20 READALONG 2
#15,18,21
12:30 ELECTRIC COMPANY
1:00 ON THE LEVEL
#4-6
1:15 SIMATIC KARNIVAL
#6
AMERICAN SHORT STORY
#1
Begins 4/26
1:45 THE MUSIC BOX
#5-7
2:00 3-2-1 CONTACT
Season II
3-2-1 CONTACT
Season I
Begins 4/12
2:30 PHYS. SCIENCE ELEM. SCHOOL
#5-8

Specials

1 10:55-11:00 Tornado Emergency Action
4 1:30- 1:45 HOLIDAY: Arbor Day
5 2:50- 2:55 NASA: Simulating Space Construction
5 2:55- 3:00 NASA: Antarctic Meteorites
19 1:15- 1:45 Bumstery
19 2:50- 2:55 NASA: The Flight Directors
19 2:55- 3:00 NASA: Pioneers to Venus
26 2:50- 2:55 NASA: Apollo XI: The First Step
26 2:55- 3:00 Navajos Use Landsat
29 10:55-11:00 Tornado Emergency Action

Spring Holidays
April 8-12

April

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8 Spring Holidays Begin	9	10	11	12 Spring Holidays End	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

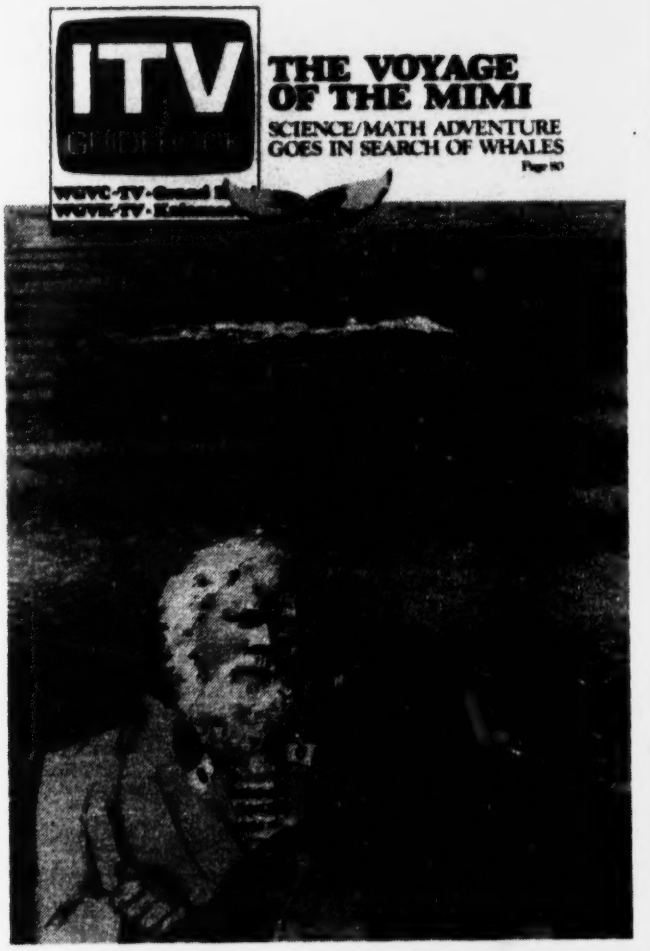
Category: Promotion - Handbook

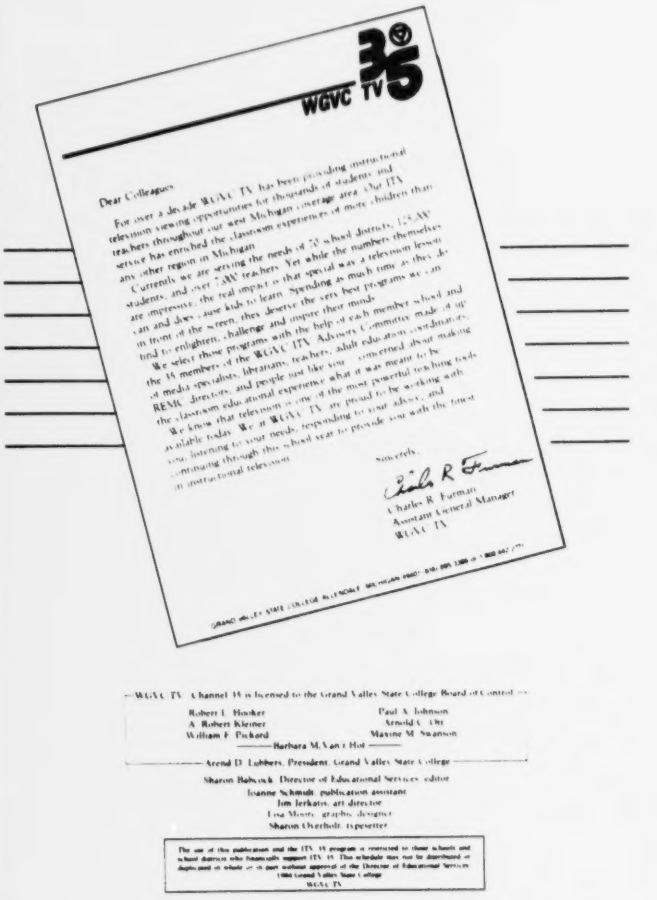
Submitted By: Sharon Babcock
ITV Director
WGVC-TV
Allendale, Michigan 49401

From WGVC-TV's usual 8½ x 11" three-column format the station shifted to one series per page and a 5 x 7" size to follow up on the suggestion of an advisory committee to "make the ITV schedule more readable by making it recognizable--why not make it look like TV GUIDE?"

The cover and facing page are shown below. Reports have it that the ITV Handbook has readers where there had only been receivers before.

One word of caution: Idea must pass through TV GUIDE for clearance before using.





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Category: Promotion - Newsletter

Submitted By: Mary Richter
Director of Instructional TV
WGTE
Toledo, Ohio 43692

Just about all ITV services provide newsletters to their teachers. The WGTE ITV Newsletter uses a brief, easy-to-read format, along with appropriate graphics, quality paper and a distinctive, colorful logo.

The Newsletter is 11" x 17," printed in blue and black print on a heavy white stock. There is a sense of quality to the Newsletter that suggests teachers keep it handy for continued reference.

The following pages show the Newsletter in reduced form, but to get a feel for its quality your editor suggests calling Mary Richter, 419-243-3091, for a copy.

April 1984

iTV Instructional Television Channel 30

Noon Specials

NOTE: Noon Specials (unless otherwise specified) are not available through the Video Cassette Library. Schools may record these programs using the "Fair Use Guidelines." If you are unfamiliar with these guidelines, call our office for a copy.

Tuesdays

WILD, WILD WORLD OF ANIMALS (grades 4-12) 11:30-12:00

4/3 #125 "Deadly African Snakes" - This program takes a look at the defense, attack and camouflage methods of various "deadly snakes" including the cobra, python, namba, boomslang, vine snake and others.

4/10 #126 "Kodiak Island" - The unique island of Kodiak, off the coast of Alaska is home for many forms of wildlife, such as the Kodiak bear, the bald eagle and the salmon - all living their highly interdependent lives.

4/17 #127 "Coyote!" - The life and habits of America's most successful predator, the coyote is explored. Although hunting, trapping and poisoning continues to persist, the coyote is steadily increasing in number.

4/24 #138 "The Admirable Octopus" - The octopus is perhaps the most remarkable of all sea creatures. This program reveals the versatility of the octopus in adapting to its environment, making its home, getting its food and coping with its enemies.

YOUNG WONDERS (grades 4-8) 12:00-12:30

(NO EVE AIR)

4/3 This documentary describes the program in which Metropolitan Opera personnel work with elementary school children in New York to present an "opera" created by the students.

COLOR SOUNDS (grades 5-9) 12:00-12:30

4/10 Popular music videos become educational tools in PBS's answer to "Friday Night Videos." COLORSOUNDS uses these videos to teach reading and grammar. Song lyrics are shown at the bottom of the TV screen as they are sung, and with each video, a particular vowel sound, part of speech or grammatical structure is targeted. Short interviews with music video stars are included in which they offer advice on how to deal with emotional or social problems.

We are very excited about this innovative approach to learning and hope to offer it next year as part of our "regular line-up." Please watch this special program and let us know what you think!!

YOUR CHILDREN, OUR CHILDREN (Teacher-in-Service) 12:00-12:30

This seven part series takes a sensitive look at the world of children and their families. Off-air recording rights allow for 12 weeks of free use for any group which registers by sending a postcard to KTCA, P.O. Box 1392, Minneapolis, MN 55440. After the 12 week period a license must be purchased by groups wishing to keep the programs permanently.

A Teacher's Guide may be ordered by calling our office.

"Your Children, Our Children" Continued .....

4/17 #101 "Life and Death"
(EVE AIR 4/15, 6:00 p.m.)
It is very painful and often costly for parents to cope with the illness of an infant. This program investigates infant health care/intensive care, the cost of such care for premature babies, babies born with birth defects and other medical problems as well as insurance coverages for these types of problems.

4/24 #102 "Sex"
(EVE AIR 4/22, 6:00 p.m.)
Many parents find it difficult or embarassing to discuss sex with their children. This episode addresses adolescent sexuality, parent-child communication and locating sources of information where kids can go for guidance in birth control decisions, pregnancy and general advice.

Wednesdays

ACADEMY ON COMPUTERS 12:00-12:30

4/4 #11 "Computers at Work" - The pros and cons of word processing and the electronic spread sheet are examined and the mechanics of plotters and printers are explored.

4/11 #12 "What Next?" - A review of the main topics of the series and a look at the future potential of computers in our homes, schools and workplace.

The second session of THE ACADEMY ON COMPUTERS will begin on April 18. This will give you an opportunity to watch any of the episodes you missed.

4/18 #1 "Getting Started" - An inside look at the mechanics of computers; how to load disks; and a look at different computers are the topics covered in this first program.

4/25 #2 "Ready-Made Programs"- This episode explains the differences between ROM and RAM, describes everyday applications of computers and takes us on a visit to the Minnesota Educational Computing Consortium.

Thursdays

NOVA (grades 6-12) 11:30-12:30

4/5 #1108 "The World According to Weisskoph"- Victor Weisskoph, the international statesman of science and one of the century's greatest humanists is profiled.
(EVE AIR 4/8, 10:00 a.m.)

4/12 #815 "Locusts: War Without End" - NOVA presents the story of a 3 year war in Africa against the desert locust.
(EVE AIR 4/15 10:00 a.m.)

4/19 #1014 "A Magic Way of Going: The Story of Thoroughbreds" - A look at the billion dollar horse racing industry in its search for the magic combination of speed, stamina and the will to win.
(EVE AIR 4/22, 10:00 a.m.)

4/26 #1010 "Artificial Heart" - Barney Clark received world-wide attention when he received the first complete artificial heart implant in 1983 and lived for 3 months with that heart. This program investigates the continuing controversy over artificial heart research.

Fridays

READING RAINBOW

READING RAINBOW (grades 1-3) 11:30-12:00

4/6 #5 Digging Up Dinosaurs
4/13 #6 Liang and the Magic Paintbrush
4/20 #7 Gila Monsters Meet you at the Airport
4/27 #8 Three Days on a River in a Red Canoe

Even More on the Other Side

COPY AVAILABLE

The Great Channel 30 Buy-In

The bidding begins at 5 p.m. on Thursday, April 5 and continues until the last item is sold on Saturday, April 14. Many area educators can be seen answering phones, auctioning off items, or go-getting. Don't miss the fun and don't miss a bargain -- WATCH! BID! BUY!

Spring Visits

During late April and early May we will visit schools we haven't been to during the year. We look forward to these visits as a chance to talk with teachers and principals about ITV. If you have any questions or concerns about any of our services, make note of them and we'll discuss those things during our visit.

VCL Update

EDUCATIONAL COMPUTING PROFILE *(Teacher-in-Service) 30 min.*

#6 The February Edition considers the problems of integrating computers into the classroom; profiles two Radio Shack microcomputers; and issues a warning about software warranties.
VCL 3103

#7 The March Edition profiles the IBM PC and looks at software designed especially for girls. "Jenny of the Prarie" is demonstrated.
VCL 3104

INSIDE YOUR SCHOOLS *(Teacher-in-Service) 30 min.*

#6 VCL 3001 This episode focuses on efforts by school systems to improve the quality of the teaching force through in-service and continuing education.

#7 VCL 3113 The problems of school violence and discipline; providing equal education to all; and TV as an educational ally are the topics of this program.

Three Cheers for Dan Mihuta

The Common Space was bursting with teachers and enthusiasm for art on March 27, when Dan Mihuta, host of *The Art Chest* and *The Art Maker* presented Art Ideas for Spring. Many thanks to all who attended, to Dan for a fantastic job and to Martin Nagey for permitting us to use The Common Space for this event.

The Human Community

This environmental science series deals with the problems of human population growth, pollution, energy, and human manipulations of other species. Each program is 15 minutes long. An excellent teacher's guide is available.

		VCL
1.	The Human Species	1067
2.	Curing and Aging	1067
3.	Shortages	1067
4.	Waste Disposal	1072
5.	Chemical Question	1072
6.	Toxic Wastes	1073
7.	Lifestyle Conflicts	1073
8.	Global Issues	1078
9.	Coal	1078
10.	Nuclear Energy	1337
11.	Energy Demands	1337
12.	Future Energy Sources	1538
13.	Species Modification	1538
14.	Urban Species	1744
15.	Choices	1744

C.L.U.E. Spring Workshop

The Computer League for Users in Education is joining forces with C.E.C. (The Council on Exceptional Children) and S.E.R.R.C. (NW Ohio Special Education Regional Resource Center) to present a full day of computer related activities for area educators. The conference will be held on Saturday, May 5, 1984 from 9:00 a.m. to 3:30 p.m. at Owens Technical College in Perrysburg. Circle the date on your calender and plan to attend.

Prime Time Highlights

4/1 10 & 11 p.m. *Waterpiece Theatre:* *"The Tale of Beatrix Potter"* - A dramatization of the life of Beatrix Potter exploring her personal as well as her professional life. Tune in to find out more about this person who created such memorable characters as "Peter Cottontail", "Mr. McGregor", "Flopsie Mopsie", and 'Cottontail."

4/2 9 p.m. *Great Performances:* *"Bernstein: Conductor, Soloist and Teacher"* - Leonard Bernstein conducts the Vienna Philharmonic in this special devoted to the music of Mozart.

4/4 8 p.m. *National Geographic:* *"Flight of the Whooping Crane"* - For decades North America's whooping crane has faced extinction. This program tells the story of U.S. and Canadian scientists working together to save this magnificent bird.

4/18 9 p.m. *Smithsonian World:* *"Design for Living"* - An examination of man's remarkable accomodations to life on earth, in space, underground and under water.

4/21 8 p.m. *"Helen Keller: The Miracle Continues"* - The extraordinary story of Helen Keller, a remarkable woman who overcame many personal obstacles to teach and help other handicapped people.

4/25 9:30 p.m. *"Grace Bumbry and Shirley Verrette in Concert at Covent Gardens"* - These two renowned American singers celebrate the 250th anniversary of Great Britain's Covent Gardens with solo arias and duets from works such as; "MacBeth", "La Gioconda", "Norma", and "Aida."

4/30 9 p.m. *Great Performances:* *"Mahler: Symphony #6"*- Leonard Bernstein conducts the Vienna Philharmonic in this continuing series of Mahler symphonies.

Repeat Week

If you think you've seen it all before, it may be that you have! The week of April 23 through 27 is repeat week for this year. During that week we will be repeating the programming from the week of April 16-20. NOON SPECIALS WILL NOT BE REPEATED.

Good News

Friday, *MAY 11, 1984* is the last day ITV is broadcast. In past years Channel 30 has gone black after the ITV schedule ended. This year, however, we will have a new schedule which will run from Monday, May 14 through Friday, June 8. This schedule will be published in the May newsletter.

The End is Near

It's hard to believe, but the end of the school year is only two months away. As June approaches, please keep the following dates in mind.

May 16 . . . . . LAST DAY VCL ORDERS ACCEPTED

May 25 . . . . . LAST VCL NEED DATE

June 1 . . . . . ALL TAPES MUST BE RETURNED

Instructional Television
WGTE TV 30
136 Huron
Toledo, OH 43692

Category: Promotion

Submitted By: Gerry Kroloff
Director, Instructional Services
KEDT-TV
P.O. Box 416
Corpus Christi, Texas 78403

In response to the AIT utilization idea request, let me share with you KEDT-Instructional Television's "nothing breeds success like success" story. Cashing in on the idea that one picture is worth a thousand words, Instructional Television produced a 15-minute Texas History overview. We then asked permission to use a Junior High group as a survey vehicle. Six classes of 8th grade students, who at present are taking only American History and have not participated in a formal Texas History learning experience since May, were identified. Each class was given 22 questions as a pre-viewing activity (all questions were taken from 7th grade text materials). Next, the video program, also adopted from text information, was presented, and immediately following the program, the same test was given again. The last question on the test was affective:

"After viewing this film, I am able to:"

The answer of one student told it all!

> "better understand what really happened in Texas. When I was in 7th grade I never understood what the teacher was saying. I feel I learned more in these nine minutes than I did in my whole year in 7th grade, the film explained everything well."

That quote is being sent to every participating ITV teacher via our instructional Newsletter. Each Superintendent will receive a personal letter as well with the quote intact. What better testimonial for an effective teaching experience. By the way, the initial testing showed less than 5 questions answered correctly versus 15 out of 22 correct on the second test. ITV sells itself when given the chance.

Category: Promotion - Utilization Support Posters

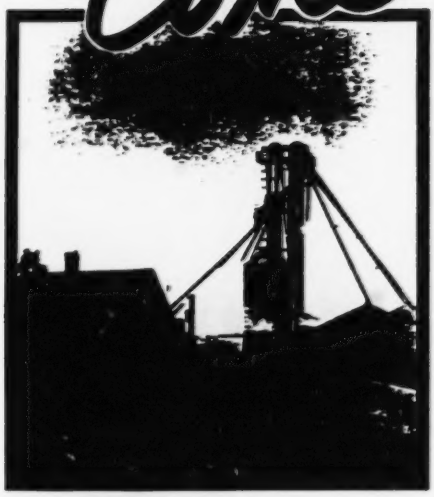
Submitted By: Ms. Alice Burkart
ITV Coordinator
KQED
San Francisco, California 94103

It has become apparent through our extensive work with teachers and administrators and members of the ITV Executive Council in Northern California that ITV has changed significantly over the years in three ways.

The first change is in the quality and sophistication of the productions: the use of animation, microphotography and location footage to clarify concepts and extend the learning experience. The second change is in the delivery of instructional television. The ability to videotape programs for use at more convenient times has made ITV a flexible instructional tool. The third and most important change is in the way ITV is viewed not as an isolated classroom activity, but as an effective curriculum resource.

In these times of restricted funding for schools, we recognize that teachers need a cost-effective curriculum tool. Rather than talking to them about the technology of television, we are helping them become aware of the powerful curriculum resource in ITV. Through a series of posters in curriculum areas targeted by the KQED ITV Executive Council as being of high importance in the 1983-84 school year, we have assisted teachers in improving their instruction and achieving their teaching goals and critical thinking skills. Posters were distributed to participating County Offices of Education and were delivered to schools for posting. Follow-up workshops were developed as part of the awareness and utilization campaign. They have been so successful that we are booked through next November in both critical thinking skills and science.

LIFE SCIENCES *Come Alive!*



THE HUMAN COMMUNITY
Questions of population, pollution, energy, and intervention in the human community.
GRADES 6-10
TUESDAYS 2:15-2:30

COMMUNITY OF LIVING THINGS
Change, diversity, interrelationships, and energy of biological communities.
GRADES 6-9
TUESDAYS 2-2:15

ITV designed these television series to be used in the classroom. Filmed on location around the world, these series help 6th through 10th graders understand basic concepts of Life Sciences. Teachers' manuals are available for each of the series to provide practical help in the classroom. For more information on science programming contact your County Office of Education or KQED at (415) 553-2140.

KQED 9

KVIE (6) TV

Funding for science programming is provided in part by a grant from the David and Lucile Packard Foundation.

Easy-to-do experiments

Clear demonstrations

Activities in observation & problem solving

Introductions to scientists & their achievements

OPEN UP THE WORLD OF SCIENCE IN YOUR CLASSROOM

ITV brings you these excellent instructional television series on Channel 9/San Francisco and Channel 6/ Sacramento to stimulate students' interest in physical science and give them practice in applying the scientific process. Each series has a teacher's guide which provides practical help for teachers using the ITV programs in the classroom.

SCIENCE ALLIANCE
GRADES 3-6
TUESDAYS 1:15-1:30
THURSDAYS 11:45-12:00 *(Repeat)*

START HERE
GRADES 4-6
TUESDAYS 1:30-1:55
FRIDAYS 10:30-10:55 *(Repeat)*

For more information on science programming for grades K-6 contact your county office of education or KQED at 415-553-2140.

KQED 9

KVIE (6) TV

Teaching CRITICAL THINKING Skills

Learning to think, to challenge, to order and to solve problems are essential skills for all students!

PROGRAM A
TUESDAYS
10:30 AM
WEDNESDAYS
1:30 PM

PROGRAM B
THURSDAYS
10:30 AM
FRIDAYS 1:30 PM

THINKABOUT is an exciting television series on KQED Channel 9 and KVIE Channel 6 which brings critical thinking into the classroom. It is designed to give students in grades 4-7 practice in problem solving and independent learning.

Teachers and school administrators have expressed great interest and concern for the development of improved instructional units on critical thinking.

TEACHERS' WORKSHOPS on Critical Thinking Skills and THINKABOUT are available to all teachers and administrators in your county throughout the months of November and December. Teacher's manuals for THINKABOUT are also available. For more information contact your County Office of Education or KQED at (415) 553-2140.

KQED 9

KVIE (6) TV

Category: Promotion - Reading Contest to Promote "Readit,"
A series new to the ITV schedule at Yonkers, N.Y.

Submitted By: Mrs. Betsy Walkup
Utilization Coordinator
ITV
215 Seminary Avenue
Yonkers, N.Y. 10704

A reading contest with questions requiring a short answer was conducted to promote this new series. Besides making principals and teachers aware of this new program, the contest was intended to motivate children to read and finish the books in the TV series.

Method of Presentation

1. In the fall we wrote to the principals and librarians to tell them of the upcoming contest for "Readit" and encouraged them to buy the books.

2. Because "Readit" was new this year, we chose to conduct a contest to heighten interest in the series. We also chose a contest in order to encourage the children to finish reading the books.

3. Ten questions, made up by the Utilization Coordinator, were sent to each teacher who expressed interest in having her/his class participate in the contest. (See the following pages.)

Content of Communication

4. Because the series was new to ITV, we chose a contest to encourage interest--- to attract the attention of the principals, librarians, teachers, and children.

5. When the Utilization Coordinator visited schools and presented exhibits, she showed a two-minute clip from the series to heighten interest. Forms were passed out at faculty meetings and exhibits.

6. The Utilization Coordinator tried to encourage teachers to use "Readit" in three ways. First, the main goal was to encourage finishing the books. The contest was a vehicle to encourage the children. She also stressed that the teachers could incorporate "Readit" into their C.L.I.P. reading program by reading the books to the class for sustained reading or having the children write imaginary endings for their creative writing classes.

Contest for Readit

Grades 1-3

ITV will provide questions for ten books listed in the series, Readit. Children entering the contest must answer each question by filling in the blanks. Other books from the series may be substituted and special credit will be given to those who read all ten plus bonus books.

The ten books chosen for special interest to children, ease of reading, as well as availability in public libraries are:

BLUE MOOSE	Daniel M. Pinkwater
MY TRIP TO ALPHA I	Alfred Slote
HAVE YOU SEEN HYACINTH MACAW?	Patricia Giff
MY FATHER'S DRAGON	Ruth S. Gannett
THE BOXCAR CHILDREN	Gertrude Warner
WHO'S IN CHARGE OF LINCOLN?	Dale Fife
THE PARROT & THE THIEF	Richard Kennedy
THE COMEBACK DOG	Jane Resh Thomas
GIVE US A GREAT SMILE ROSY COLE	Shelia Greenwald
A GRANDMOTHER FOR ORPHELINES	Natalie S. Carlson

Winners will be selected in each grade level who complete the ten books, who answer the questions correctly, and who sign a statement saying that they honestly completed the books and that their answers are original. Special credit will go to students who read more than the ten books.

For a copy of the questions, call or write Mrs. Walkup, ITV, Seminary Avenue, Yonkers, New York 10704 914 968-7800.

The questions will come out in February, and the contest deadline is May 14th. All children should be encouraged to read as many as they can and submit their answers even if they did not complete all ten books. Teachers need to be particularly sensitive to first graders as the books are probably too difficult.

Bonus Books

RETURN OF THE MOOSE	Daniel M. Pinkwater
MY ROBOT BUDDY	Alfred Slote
DEADWOOD CITY	Edward Packard
THE THIRD PLANET FROM ALTAIR	"
THE LUCKY STONE	Lucille Clifton
THE RISE & FALL OF BEN GIZZARD	Richard Kennedy
THE CONTESTS AT COWLICK	"
TROUBLE FOR LUCY	Carla Stevens
GROUNDHOG'S HORSE	Joyce Rockwood
TWENTY AND TEN	Claire H. Bishop
THE WHISTLING TEAKETTLE	Mindy W. Skolsky
THE WITCH OF FOURTH STREET	Myron Levoy
BEN AND ME	Robert Lawson

Readit

Directions to enter the Readit Contest. Try to read as many of the required books as possible. Answer each question in your own words. Cheating is not permitted as you must sign at the bottom that you answered questions honestly, and that you indeed finished the book.

The contest deadline is May 14th. This answer sheet must be im Mrs. Walkup's office at Instructional Television, 215 Seminary Avenue, Yonkers, New York 10704. Children must be currently in grades 1-3.

1. BLUE MOOSE by Daniel M. Pinkwater

   When spring came, what did Blue Moose take with him?

   _____

2. MY TRIP TO ALPHA I by Alfred Slote

   What happened to the Arbos at the end of the story?

   _____

3. HAVE YOU SEEN HYACINTH MACAW? by Patricia Giff

   Who was Hyacinth Macaw?_____Why did Kiki borrow Hyacinth?_____

4. MY FATHER'S DRAGON by Ruth S. Gannett

   "My father" crossed the river to get to the dragon. What kind of bridge did he use?_____

   _____

5. THE BOXCAR CHILDREN by Gertrude Warner

   What happened to the Boxcar at the end of the story?

   _____

6. WHO'S IN CHARGE OF LINCOLN? by Dale Fife

   What did Lincoln do with the stolen money?_____

   _____

7. THE PARROT AND THE THIEF by Richard Kennedy

   Where was the parrot on the last evening before the trial and what was he doing?_____

8. THE COMEBACK DOG by Jane Resh Thomas

   At the end of the story Lady got hurt by_____

9. GIVE US A GREAT BIG SMILE ROSY COLE by Sheila Greenwald

   What happened at the end of the story?_____

   _____

10. A GRANDMOTHER FOR THE ORPHELINES by Natalie Savage Carlson

    Where did Brigitte and Josine find a grandmother?_____

    _____

I promise that I read the above books and answered the questions honestly.

_____ _____
(name) (date)

_____ _____
(school) (grade)

Bonus Books

THE RETURN OF THE MOOSE, MY ROBOT BUDDY, DEADWOOD CITY, THE THIRD PLANET FROM ALTAIR, THE LUCKY STONE, THE RISE AND FALL OF BEN GIZZARD, THE CONTESTS AT COWLICK, TROUBLE FOR LUCY, GROUNDHOG'S HORSE, TWENTY AND TEN, THE WHISTLING TEAKETTLE, THE WITCH OF FOURTH STREET, BEN AND ME.

If you completed any of the above books, write on a separate sheet three sentences describing the ending of the story. Bonus credit will go toward reading these books.

Please submit your contest entry form even if you do not complete all ten books. We want you to read as many as you can!

Readit Grades 1-3 Scheduled January-June, 1984

Lesson Title	Author
Blue Moose & Return of the Moose	Daniel M. Pinkwater
My Robot Buddy--My Trip to Alpha I	Alfred Slote
Have You Seen Hyacinth Macaw?	Patricia Giff
My Father's Dragon	Ruth S. Gannett
The Boxcar Children	Gertrude Warner
Deadwood City	Edward Packard
The Third Planet from Altair	
Who's In Charge of Lincoln?	Dale Fife
The Lucky Stone	Lucille Clifton
The Rise & Fall of Ben Gizzard	Richard Kennedy
The Parrot & the Thief	
The Contests at Cowlick	
Trouble for Lucy	Carla Stevens
The Comeback Dog	Jane Resh Thomas
Give Us A Great Smile, Rosy Cole	Shelia Greenwald
Groundhog's Horse	Joyce Rockwood
A Grandmother for Orphelines	Natalie S. Carlson
Twenty & Ten	Claire H. Bishop
The Whistling Teakettle	Mindy W. Skolsky
The Witch of Fourth Street	Myron Levoy
Ben & Me	Robert Lawson

Book Bird Grades 4-6 Scheduled September-January, 1983-1984

Lesson Title	Author
The Cricket in Times Square	George Selden
Little House in the Big Woods	Laura Ingalls Wilder
A Bear Called Paddington	Michael Bond
The Toothpaste Millionaire	Jean Merril
Frozen Fire	James Houston
Along Came A Dog	Meindert DeJong
The Mouse & the Motorcycle	Beverly Cleary
The TV Kid	Betsy Byars
The Wonderful Flight to the Mushroom Planet	Eleanor Cameron
The Skates of Uncle Richard	Carol Fenner
Song of the Trees	Mildred D. Taylor
Stiped Ice Cream	Joan M. Lexau
Race Against Death	Symour Reit
Misty of Chincoteague	Marguerite Henry
Half Magic	Edward Eager
Caddie Woodlawn	Carol Ryrie Brink
Lost in the Barrens	Farley Mowat

Best of Cover to Cover II Grades 4-6 Scheduled January-June, 1984

Lesson Title	Author
Carrie's War	Nina Bawden
Windmill Summer	Hila Feil
A Stranger at Gren Knowe	L.M. Boston
The Spirit is Willing	Betty Baker
Akavak: An Eskimo Journey & Tikta Liktak: An Eskimo Legend	James Houston
The Upstairs Room	Johanna Reiss
The Ghost of Thomas Kempe	Penelope Lively
Felicia the Critic	Ellen Conford
The Wolves of Willoughby Chase	Joan Aiken
A Darkness of Giants	J. Allen Bosworth
The Headless Cupid	Zilpha K. Snyder
The Summer of the Swans	Betsy Byars
How to Eat Fried Worms	Thomas Rockwell
The Ransom of Red Chief	O. Henry
Moon Eyes	Josephine Poole
High Elk's Treasure	Virginia Driving Hawk Sneve
A Wizard of Earthsea	Ursula K. LeGuin

Category: Promotion, Curriculum Integration - Summer Broadcast of Reading Rainbow

Submitted By: The Education Staff
Mississippi Educational Television
Contact: Willie Tucker, Coordinator of Utilization and Support Services
Mississippi Authority For Educational Television
P.O. Box 1101
Jackson, Mississippi 39215

SUMMER VIDEO, which consists of selected educational series broadcast in June, July, and August, helps reduce summer learning loss of viewers, motivate readers and create interest in a wide variety of subjects. Promotional pieces were included in the spring ITV NEWSLETTER sent to all schools and in the monthly ETV GUIDE. In the summer of 1983 the promotion of SUMMER VIDEO centered on the READING RAINBOW series.

THE READING RAINBOW promotional campaign was a cooperative effort between Mississippi ETV, the State Department of Education Chapter I program and the Mississippi Library Commission. SUMMER VIDEO FUN BOOKS, designed by Mississippi ETV and printed by the Library commission, were provided free to public libraries in quantity along with posters, bookmarks, reading certificates and membership cards. Flyers were sent to all schools, public libraries and to 120,000 Chapter I children. Utilization specialists and Library Commission personnel conducted workshops throughout the state with public librarians to introduce the series and familiarize them with the promotional materials available. Cooperative efforts between schools and public libraries included loans of television equipment, which prompted some public libraries to purchase their own equipment, and coordination of book orders to insure availability of books presented in the programs.

McDonald's participated in the campaign by providing tray liners and coupons for free Cokes, Happy Meals, and french fries for books read.

As a result of the READING RAINBOW promotional campaign, the series, by popular demand, was added to the in-school instructional schedule. The programs were aired during a special instructional broadcast and were taped by many librarians for use during the school year.

Category: Promotion - Teacher Utilization Awards

Submitted By: The Education Staff
Mississippi Educational Television
Contact: Willie Tucker, Coordinator of Utilization
and Support Services
Mississippi Authority for Educational Television
P.O. Box 1101
Jackson, Mississippi 39215

The 1984 Mississippi Awards were presented to six Mississippi teachers who made exemplary use of ITV in their classrooms. The awards were given by Mississippians for Educational Broadcasting (MEB), a statewide group of volunteers who support educational television. The MEB board and ETV staff worked as a team to make the awards telecast a success.

Promotion of Mississippi Awards during the 1984 ITV REPRESENTATIVES' TELE-CONFERENCE "kicked off" the nomination campaign. Classroom examples of ITV utilization by 1983 winning teachers were used throughout the school year in teacher-training workshops and with parent groups to illustrate how ITV is employed in Mississippi schools. A color television set awarded to each winner's school, along with statewide recognition, encouraged participation.

Six winners, one from each utilization area, were chosen by a panel of out-of-state ITV experts. An ETV production team went on location to videotape winners actively teaching with television and students sharing their thoughts about learning from television. This footage, along with excerpts of instructional programs used by the teachers, was incorporated into the awards telecast. The utilization staff made location arrangements, traveled with the production team to assist as needed, and served as liaison between award-winners and MEB.

The public information staff coordinated a media blitz which consisted of publicity releases for local and statewide newspapers, an ad for three editions of TV GUIDE, a camera-ready flyer each school could use to publicize the event, and on-air spots for the ETV network. The invitation and nomination forms, slide, ad, and flyer were designed by the Art Department in cooperation with MEB. Airing THE MISSISSIPPI AWARDS during prime time on the statewide ETV network provided parents and other viewers an opportunity to witness the impact television is making in the schools and demonstrated to other teachers how effective television can be as a teaching tool.

Category: Promotion - Campaign to build awareness and utilization of a new ITV series, Old Enough to Care

Submitted By: Elizabeth Nocera Beebe
Director, Educational Services
WCNY, Syracuse
506 Old Liverpool Road
Liverpool, N.Y. 13088

OLD ENOUGH TO CARE is a series of 6 15-minute programs produced by WCNY-TV for high school students about aging. The series provided accurate information about the elderly and the aging process and promoted intergenerational understanding and communications. As this series was breaking new curriculum ground for many schools, WCNY developed an intensive promotional campaign to help schools integrate the series into their curriculum.

The campaign was aimed at two kinds of audiences: the first, decision makers at the public television stations and other ITV service agencies, to persuade them to preview the series with their schools' selection committees. These people were given a mini-press packet and were later sent brochures and a regular press kit. The second type of audience included the curriculum specialists and classroom teachers, to encourage them to plan for using OLD ENOUGH TO CARE next school year.

Specifically, in the WCNY viewing area, staff conducted workshops for teachers of home economics, health education, and social studies, using the sampler cassette as an appetizer, and then planning directed activities around specific programs in the series. The use of the teacher's guide and student activity sheets has been an integral part of these workshops, and all participants have left the sessions with their own personal copies of the materials.

For your information, the introductory pages from the guide are reproduced. Note that the guide materials are designed to facilitate workshop activities.

INTRODUCTION

We are all members of an aging America. Each day in the United States some 5,000 Americans reach the age of 65. The 1980 census revealed that the segment of the population aged 65 and older comprises an unprecedented 11.4% of the total U.S. population. This means that more than one out of ten persons in the nation currently falls into the elderly category; a figure three times the proportion of the elderly represented in the year 1900. By the year 2010, almost one-half of the past-65 population will be 75 years or older and one out of every 7.2 persons will fall within the elderly category.

Our mobile society has often created a geographical and social separation of the generations, leaving youth with little opportunity to live or work with the aged on a daily basis. This limited contact has left many young people with a generally poor understanding of the aging process and the lives of the aged. Rarely reminded of the realities of aging, few plan ahead for their own older years.

In the year 2010, today's students will comprise the group that will be the bridge between the significantly larger portion of the population, the elderly, and the emerging younger generation. Since this middle group will constitute the work force, the responsibility for contributing financially to support the increasing number of retired elderly will rest with them. Many of them will also be providing some form of care for their elderly family members, while at the same time planning for their own retirement. It is, therefore, critical to educate today's students about the process and problems of aging so they will be better able to deal with society in general, as well as to prepare for their own advancing years.

SERIES GOALS

OLD ENOUGH TO CARE has been designed for high school students to:

—provide accurate information about the elderly and the aging process by debunking myths that currently surround this biological, psychological, and sociological change;

—develop an awareness of, and sensitivity toward, the aged while stimulating the students to consider their own aging process;

—promote positive ideas and feelings about the elderly and aging, replacing stereotypes that have brought about age prejudice and discriminatory practices against the elderly;

—encourage intergenerational communication and activities by stressing interests common to both young and old;

—sensitize students to the issues of aging by having them draw parallels with their own life experiences.

SERIES OVERVIEW

OLD ENOUGH TO CARE consists of six 15-minute television programs, a teacher's guide, and student materials. It can be used effectively in several curricular areas. In home economics, it can enrich the study of family life, human care and development, society and the individual; in health education courses, the instruction of nutrition, health occupations, human growth and development; and in social studies, the areas of economics, sociology, psychology, and contemporary issues.

RECOMMENDED CLASSROOM USE

The series of six programs features a continuous dramatic situation; therefore, teachers are encouraged to use it in its entirety. The programs can be used either one per week as broadcast or recorded off-air for use at a later date.

Teachers choosing to use the six lessons as a complete module on aging might consider viewing three lessons per week over a two-week period. This arrangement will allow for additional class periods to be spent on the subject for those classes desiring a more in-depth study.

Teachers who elect to devote six successive days to the series should attempt to spend the entire class period on each lesson to allow for classroom discussion before and after viewing. To enhance the students' understanding of the messages contained throughout the six programs, assigning the outside activities would be beneficial.

TEACHER'S GUIDE

The teacher's guide consists of suggestions for using OLD ENOUGH TO CARE with high school students. These suggestions are organized as lessons following the sequence of the programs in the series. Each lesson includes a *key issue, objectives, a synopsis, preparation, follow-up, outside activities,* and, for most lessons, *student activity sheets.*

Since the series can be used in a variety of academic subjects, the teacher's guide offers a wide range of discussion questions and activities. These are arranged in "topic clusters" to help classroom teachers sort out the different themes or information strands that run through each program. Many of these themes are carried throughout the series. The topic clusters give teachers choices for points of departure pertinent to their subject areas. For example, home economics teachers may be more interested in pursuing the human care and development aspects of the aging process, whereas sociology teachers might be more interested in the concept of the elderly as individuals in society. Teachers of courses on aging will undoubtedly have their own syllabi and might find the OLD ENOUGH TO CARE guide a good supplement. While the topic clusters might be of interest to them, the clusters might prove more useful to the teachers just beginning to undertake the teaching of aging.

For those teachers using this series extensively, the guide offers additional ideas and information. At the back of the guide is a factual summary on the topic of aging, entitled *Human Aging — An Introduction,* written by Dr. Darrell Slover, Content Specialist for the OLD ENOUGH TO CARE series. There is also a list of additional resources: films, filmstrips, reference books, biographies, fiction, and journals. Information is also available from Federal bureaus such as the U.S. Census Bureau and the Social Security Administration, and national agencies such as The American Association of Retired Persons (AARP). A list of several agencies, with their addresses, is included with the Annotated Additional Resources located at the rear of this guide. Teachers are encouraged to contact the Area Agency on Aging in their vicinity for local data concerning the elderly population. Write or telephone the State Agency on Aging for the location of the nearest Area Agency on Aging. A directory of all State Agencies on Aging is located in the resources section at the back of this guide.

For a more rewarding classroom discussion of programs four and five, advance preparation is recommended. Please refer to pages 13 and 15 for specific details.

Even if a teacher does not wish to pursue the study of aging in depth, the series will serve as a wonderful introduction to the subject. Hopefully, it will stimulate the students to be more aware of the elderly in our society and to think about their own lives as they age.

STUDENT MATERIALS

Several reproducible student activity sheets have been prepared for most of the programs. These are located in a pocket on the inside back cover of the guide.

It is recommended that the activity sheets for each lesson be duplicated before the television program is viewed. Some of the activity sheets are to be used as preparation for the program, others for classroom discussion after viewing.

The suggestions for using each of these activity sheets are placed within the topic clusters as a part of a classroom activity or discussion. If it is decided not to incorporate the material from some of the topic clusters within the classroom follow-up discussion period, the activity sheets may be distributed to the more serious students for outside classroom projects. Teachers might also want to reproduce the material in *Human Aging — An Introduction* for distribution to the students.

THE STORYLINE

Program One sets the stage for the series and introduces the four major characters: Bea, Larry, John, and Sandy. Program Six brings to a close all of the activities that have taken place since Program One, but leaves a few questions unanswered. These unresolved questions relate to the future of the two youngest major characters, who are the same age as our target audience. This open-ended arrangement should allow for some very interesting classroom discussion as the students project themselves into these characters and begin to reflect upon their own futures.

OLD ENOUGH TO CARE is the story of four very different people who are trying to make decisions about their futures. Three of the four have been acquainted through the years because of living and working in the same neighborhood.

Bea Stanton is 75 years of age and recently widowed. She is alone for the first time in many, many years. She and her late husband, Hal, owned a dry cleaning establishment located in a neighborhood that is termed, in today's vernacular, transitional. They lived in the apartment above the store.

As our story opens, Hal has been dead five months, and Bea has made a decision to close the dry cleaning store. This is the *only* decision she has made. She does not know what she wants to do with the rest of her life, where to go, or where to live. These are all very important decisions for anyone at any time of life.

John Waller is an 18-year-old high school senior. He and his family moved into the neighborhood about two years ago. He was the school's basketball star and had planned to go on to play pro ball. However, a bad injury to his knee has ended all of that and now we see him frustrated and concerned because he does not know where he is going with his life. Having professional parents who would like to see him achieve does not help his self-image.

Larry Bensky is a tailor who had been employed by the Stantons for many years. He chose to retire at 65 because that is what he thought he should do. He actually thought he would be entering the "golden years" with not a worry on his mind, but soon learned that he could not live on Social Security retirement benefits. He takes a job as night watchman at a salvage yard, but he lives an existence without purpose, bothered by the fact that he is growing older, and he is afraid of dying. He is alone and lonely.

Sandy Valaine is 16 and a junior in the same high school attended by John. For three years, she has been housekeeper and cook for her father, Max, and eight-year-old brother, Pudge. Her mother was killed in an automobile accident. Sandy is wrestling with the problem of growing up and establishing some independence from her overly protective father. She wants to look for a summer job, but her father refuses to allow this, reminding her that he and Pudge need her at home.

All four of our major characters have similar problems, needs, desires, frustrations, and concerns. As the story unfolds, other characters enter the plot and some of them have perspectives of their own that are revealed to the viewer.

Category: Promotion/Curriculum Integration - Family Life Education Brochure

Submitted By: Walter Freas
Director, Educational Services Division
New Jersey Network
1573 Parkside Avenue
Trenton, New Jersey 08625

In response to New Jersey State Board of Education Mandate for FLE, this brochure was developed. The goals for each level as designated in the state guidelines are included with a list of NJN instructional television programs which support that particular concept.

This brochure is available to district personnel to assist in developing FLE curriculum as well as to teachers who are developing lesson plans.

It is distributed at workshops, conventions and by mail. The NJN field staff may use it as a focal point at a utilization workshop on FLE or as a handout at a general utilization workshop.

Inexpensive brochures keying ITV series to particular curriculum areas are excellent promotional devices. They can interest non-traditional ITV users in the medium and be an important "take home" from meetings.

Grades 4-6

1	**THE FAMILY UNIT**	Bread & Butterflies, #9, #11, #13 Inside/Out, #12, #14, #15, #16 Jackson Jr. High, #4
2	**STAGES OF HUMAN GROWTH AND DEVELOPMENT FROM FERTILIZATION TO DEATH**	Inside/Out, #18, #24, #26 3-2-1 Contact sports, babies, survival
3	**INDIVIDUAL DIFFERENCES IN GROWTH PATTERNS OF MALES AND FEMALES**	The Inside Story with Slim Goodbody, entire series
4	**UNDERSTANDING THE EMOTIONS**	Bread & Butterflies, #3, #14, #15 ThinkAbout, #34, #49 Jackson Jr. High, #1, #2 Inside/Out, #2, #3, #4, #13, #18, #23 From the Brothers Grimm, #1-8
5	**FACTORS THAT INFLUENCE DECISION MAKING**	High Feather, entire series Bread & Butterflies, #4, #8 Jackson Jr. High, #2, #3 Inside/Out, #10, #11, #30 Consumer Squad, #1-8 Trade Offs, #2-4
6	**CHANGES IN PEER RELATIONSHIPS AS INDIVIDUALS MATURE AT A DIFFERENT RATE FROM OTHERS**	Bread & Butterflies, #6, #7 Inside/Out, #6, #7, #17, #20, #21
7	**THE NATURE OF SEXUALITY**	
8	**CHILD ABUSE, SEXUAL ASSAULT, AND INCEST**	Inside/Out, #8

Grades 7-9

1	**FAMILY STRUCTURE**	Dial Alcohol, entire series Self Incorporated, #3, #6, #7, #10, #11, #15 Matter of Fiction, #1
2	**GROWING UP EMOTIONALLY**	Dial Alcohol, entire series Matter of Fact, entire series Self Incorporated, #1, #2, #5 #10, #13 Matter of Fiction, #5 Powerhouse, #3, #4, #9, #13
3	**GROWING UP SOCIALLY**	Self Incorporated, #1, #8, #9, #10, #12, #14 Matter of Fact, entire series Matter of Fiction, #8, #10 Powerhouse, #12 Dial Alcohol, entire series
4	**DATING**	Self Incorporated, #14
5	**DEFINITION OF THE KINDS OF LOVE AND THE DESCRIPTION OF LOVE FEELINGS**	
6	**HUMAN GROWTH AND DEVELOPMENT**	
7	**RAMIFICATION OF NON-MARITAL SEXUAL RELATIONS—PSYCHOLOGICAL, SOCIAL AND PHYSICAL**	

THE INSIDE STORY WITH SLIM GOODBODY

Slim Goodbody dons his human body suit to lead children on an amazing tour through the "human factory"—huge models of the human heart, lungs and digestive system.

JACKSON JR. HIGH

Centers on alcohol education; enables participants to make responsible decisions for themselves as well as better cope with relatives and friends who abuse alcohol.

JOBS: SEEKING, FINDING, KEEPING

Designed to assist individuals in developing the knowledge, skills, and attitudes necessary to make the successful transition from school to the world of work. The series is intended for pupils in the eleventh and twelfth grades, but the content and format of the programs are appropriate for job seekers.

MATH WISE

Aimed at showing ninth and tenth graders the usefulness of math in the home, in the marketplace, and on the job. Designed to improve math skills and motivate students' appreciation and application of math.

MATTER OF FACT

A series for junior high school students highlighting the most recent and exciting works of non-fiction materials on the young adult level.

MATTER OF FICTION

Literature—presents books about adolescents, by writers who believe in the world and the problems of teenagers.

ON THE LEVEL

Designed to help young people understand what is happening to them as they grow up and to encourage their active participation in the hard work of adolescence—reaching maturity through social and personal growth.

POWERHOUSE

A high-powered, fast-paced series that uses action, adventure, mystery, fantasy and humor to tell contemporary stories.

PRIMARY SCIENCE

These programs are intended to be motivational rather than instructional in nature. The programs also introduce children to one or more key generalizations about the living things in their environment.

READIT

Host John Robbins uses lively illustrations and dramatic narrations to create interest in books without revealing their resolutions.

READING RAINBOW

This series will help the beginning reader to enjoy the fun and excitement of books while extending reading ability.

SELF INCORPORATED

Designed to help sixth to eighth graders recognize the physical, emotional and social changes they are experiencing and to develop skills to cope constructively and grow.

SHORT STORY

Students will be introduced to the best American writers of short stories and compare their works with those of the best writers from other countries.

SHORT STORY SHOWCASE

A series of seven great stories by famous American writers, with themes of vital concern to contemporary youth, are filmed in uninterrupted dramatizations.

THINKABOUT

Focuses on the skills required for fifth and sixth graders to become independent learners and problem-solvers. Topics of particular relevance to the Family Life curriculum include improving memory, handling anxiety and setting goals.

3-2-1 CONTACT

Encourages curiosity about how the world works, specifically recognition of science and technology as a cooperative human endeavor in everyday life.

TRADE-OFFS

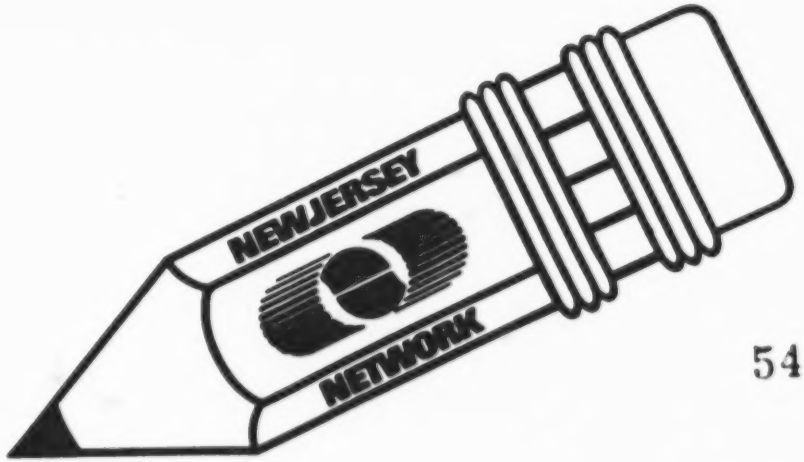
Designed to help students think their way through economic problems and increase their understanding of economics.

TUNED IN

A series designed to provide students with the tools to use television carefully—to become critical television viewers.

UNDER THE BLUE UMBRELLA

Social Studies series geared to present experiences that will aid in the social development of six-to-seven-year-olds. The child, his family, their home, his country, the world of work, money and its uses, maps and globes and government—all parts of the child's world—are the subjects of the series.



Category: Promotion - Monthly Newsletter

Submitted By: Education Staff
Wisconsin ETV Network
3319 W. Beltline Highway
Madison, Wisconsin 53713

Interconnect is the Wisconsin Educational Television Network's communications workhorse.

The four-page tabloid is published September through May. It includes information about new series, series in process, special in-school programming, teacher in-service programming, Network news, staff profiles, teacher material price lists, research and evaluation, as well as enrichment programming broadcast on Wisconsin public television stations around the state during out-of-school hours.

People from around the state are asked to share their expertise and experiences. This past year Department of Public Instruction (DPI) staff contributed articles, and interviews were conducted with DPI staff and university and K-12 educators on a wide number of topics.

A major goal of the publication is to keep educators up to date on the developments in technology and how these developments are affecting or can affect education.

The current circulation of Interconnect is approximately 38,000. K-12 educators receive it, as do DPI staff members, other Wisconsin state agencies, and broadcast organizations around the country.

A copy of the Interconnect newsletter is shown on the following pages.

Intercon

W A Wisconsin Educational TV & Radio Networks' p

Moe retires, Norton new head o

Paul M. Norton (left) will become executive director of the Educational Communications Board, operator of the Wisconsin Educational Television and Radio Networks, when Tony Moe (right) retires in December.

On Dec. 31 Tony Moe will retire after seven-and-a-half years as executive director of the Educational Communications Board (ECB), operator of the Wisconsin Educational Television and Radio Networks. Paul M. Norton, currently ECB deputy director, has been named by the board to fill the position.

Moe looks back on his years with the ECB with a sense of both professional and personal satisfaction. "We built five television stations and three translators...and I'm proud of that! La Crosse (Ch. 31) and Menomonie (Ch. 28) were under construction at the same time. I've seen the growth of the eight-station network to where it has become really effective in delivering programs to the residents of Wisconsin statewide. And the statewide radio network has been improved with more powerful transmitters and a complementary program approach."

Moe went on to say, "I am equally proud of the recognition our programs have received. Our production of AN AMERICANISM: JOE MCCARTHY won a DuPont Award and was broadcast nationally on PBS. THE WAR AT HOME (which focuses on protests against the Vietnam War) was nominated for an Oscar.

Aside from hardware and programs, Moe feels that people are an important aspect of the executive director's job. "The essential thing for anyone in this job is to build a good staff and provide them with a climate where they can be productive. We have a good staff." He also credits the strong working relationship of the ECB staff with the board, governor's office, state agencies, and legislature with bringing about the building and success of the network.

Moe considers K-12 in-school and postsecondary programming an important service of the network to the children, teachers, and adults of the state. "I'm encouraged and pleased by the strong partnership between the ECB and the Dept. of Public Instruction and by the acceptance statewide—and nationally—of ECB-produced programming like THE INSIDE STORY WITH SLIM GOODBODY.

WISCONSIN THEN to air in January

Has anyone seen a car full of kids followed by a UW-Stout Teleproduction Center truck?

This fall UW-Stout Teleproduction Center producer/director Ed Jakober spent several weeks on the road working on the WISCONSIN THEN programs scheduled for broadcast in January.

On his first swing around the state, Jakober met with students and their adult advisors to go over the materials they had used to document their projects. In some cases, Jakober suggested where additional information and materials might be found.

A few weeks later Jakober and his crew returned to film the segment. According to Jakober, "The scripts were written by the kids, with just a little rewriting by us to make everything fit." Students came along during the filming, some of them receiving special permission to be absent from school to participate. So students learned about research, scriptwriting, and production. Some students got the chance to be in front of the camera when they made cameo appearances in their segment.

WISCONSIN THEN programs will be broadcast three consecutive Mondays in January—Jan. 2, 9, and 16—at 10:15 a.m. and 1:15 p.m. on all Wisconsin public television channels. Topics covered in each program will be announced shortly before broadcast on WAVELENGTHS (Mon. at 2:50 p.m.) and over the toll-free phone line Tel-a-Teacher (1-800-362-3008).

The broadcast of the WISCONSIN THEN programs marks the culmination of the WISCONSIN THEN Local History Youth Project. Nine- through twelve-year-olds participating in the project researched projects dealing with the history of their communities. Nine projects were chosen to be developed into three, 15-minute video programs.

WISCONSIN THEN, a cooperative project of the State Historical Society and the Wisconsin Educational Television Network, is funded in part by the National Endowment for the Humanities.

rconnect

& Radio Networks' publication for K-12 educators

December 1983

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MATHWAYS, LET ME SEE!, and OUT & ABOUT. Figures show that 58 percent of Wisconsin's K-12 teachers are using ITV. Figures also show increased participation in the K-12 ITV program selection process."

But Moe's positive attitude is tempered by some apprehension. "I would be less than honest if I did not say I continue to be concerned by various constituencies within public broadcasting. Speaking with one voice on issues of common concern is more effective than speaking individually. With satellite distribution stations must join together on a basis of common interests and needs rather than geographical location. New partnerships must evolve. As budgets become tight priorities must be set for most-needed services and an increasing user-pay approach will evolve over time."

Moe discounts pessimistic projections for the future of public broadcasting. Yes, he was dismayed by National Public Radio's (NPR) financial difficulties, but guidelines and controls have been established to avoid a reoccurrence, and member radio stations rallied to the cause and a solution was worked out.

Significant technological advances are ahead for broadcasting according to Moe. "When you realize what has happened in the last decade the prospect for change is even more challenging, with new forms of delivery and direct broadcast from satellites. Narrow application of cable will offer multiple choices. ITFS will have application depending on need. There will be increased use of both cassette and disc."

Turn to "Tony Moe," page 2, column 3

DPI, Network in-service programs

Four 30-minute programs dealing with topics of special interest to Wisconsin educators will be broadcast on the Wisconsin Educational Television Network and affiliate channels in the coming months. The programs are a joint project of the network and the Dept. of Public Instruction.

The four topic areas and broadcast dates are listed below. Programs will be broadcast in the Monday 3 p.m. teacher in-service slot.

Dec. 12—College Preparation

Jan. 9—Vocational Education: The Parker Project

Feb. 13—Science Education: Science World

Mar. 12—Competency Testing

In the December 12 program Arnold Chandler, director of the Bureau of Program Development at the Dept. of Public Instruction, and Katharine Lyall, vice president of academic affairs for the UW System, will discuss recommendations of the Joint Council on College Preparation. Details about later programs will be included in future issues of *Interconnect*.

State Superintendent of Schools Herbert Grover said, "This kind of cooperative effort between our two agencies is a splendid example of how we can work together to advance our common interest in educational excellence."

Copies of the programs will be available to schools for use with teacher and/or parent groups after the date of first broadcast from the Regional Service Units and the Dept. of Public Instruction.

Dr. H. Michael Hartoonian and Dr. Margaret Wilsman provided workshops for the Regional Service Unit (RSU) directors. ACROSS CULTURES and WISCONSIN THEN & NOW workshops are now available to schools from the RSUs.

New social studies workshops

In October Regional Service Unit (RSU) directors attended workshops on the new Wisconsin Educational Television Network social studies series ACROSS CULTURES and WISCONSIN THEN & NOW, scheduled for broadcast in January.

The workshops were conducted by Dr. Margaret Wilsman, manager of ITV research and evaluation for the network, and Dr. H. Michael Hartoonian, supervisor of social studies curriculum for the Dept. of Public Instruction and content consultant for both series.

The workshops focused on preparing the RSU directors to help teachers understand the curriculum models underlying the ITV programs and the intellectual skills students can develop from viewing the series. This is a change of emphasis from most ITV teacher workshops, which in the past have concentrated on utilization, that is, showing how a series could be used in the classroom.

The RSU directors will be presenting workshops similar to the ones they attended to schools. ACROSS CULTURES and WISCONSIN THEN & NOW workshops may be arranged on a building or district level through the RSUs or Ron Unmacht, manager of school services for the network, at (608)273-5524.

TV production centers provide ITV programs

UW-Stout Telepreduction Center photo

Myrtle awaits her turn in front of the LET ME SEE! cameras. (Her companion Hocus the Crow is a notorious scene stealer.) LET ME SEE! was produced by the UW-Stout Telepreduction Center in Menomonie.

The phrase "Wisconsin Educational Television Network" may bring to mind shouts of "lights, camera, action!," but the network owns nary a camera, much less a studio.

Viewers may ask, "Well, from where do programs broadcast on the network come?" Some are purchased from other organizations which produce and/or distribute programs. The network is often involved in consortium projects where several agencies pool money, facilities, and talents to produce programs. Sometimes in order to produce a series specifically tailored to Wisconsin educators' needs the network will contract with organizations having television production facilities.

Currently the Educative Services staff of the network is working with two production agencies in the state. The UW-Green Bay Center for Television Production is wrapping up work on the WISCONSIN THEN & NOW series. The UW-Stout Teleproduction Center is putting together the winning student WISCONSIN THEN programs. (See page 1 for related stories.)

The network's manager of ITV program development works with with the production agency staffs to bring them to an understanding of the content of the series and an agreement about how the subject should be developed and communicated is reached. Then it is up to the writer, employed by the production agency, to write a script. After the script passes a strict review by network staff and content consultants the actual filming can begin.

Here are short profiles of two of the production agencies responsible for many of the fine ITV series broadcast on the network.

UW-Green Bay Center for Television Production

The UW-Green Bay Center for Television Production (CTP) was established in 1972 to support education and to provide public service and enrichment through television production and other audio-visual programming. The CTP supports the UW-Green Bay's instructional mission through a variety of audio-visual services offered to faculty, staff, and students. Its services are available to nonprofit agencies and organizations.

The center is not a broadcast station, though its productions are regularly broadcast on the network, and are distributed by the twelve-state Central Educational Network, the Agency for Instructional Television, Great Plains National ITV Library, and the Public Broadcasting Service.

In-school users are familiar with several productions on which the network and center have worked together. WISCONSIN OUR HOME, THE INSIDE STORY WITH SLIM GOODBODY, and READING FOR A REASON are all award winners. The center has also worked with the Regional Service Unit NEWIST on such notable series as CREATIVE DRAMATICS, THE FOLK BOOK, and WISCONSIN A PROUD HERITAGE.

The center produces out-of-school programs as well. The community affairs program ENCOMPASS is produced for weekly broadcast over network Ch. 38. Documentaries, musical and theatrical performances, sports events, and college-level radio and television credit courses are also produced by the center.

In addition to it television production facilities the center offers services in still photography, radio production (some teachers may remember the in-school radio series LET'S VISIT WISCONSIN), film, graphics, and visual design.

UW-Stout Teleproduction Center

The folks at the UW-Stout Teleproduction Center call themselves "...a full-service, one-stop creative shop." Like the UW-Green Bay Center for Television Production the center is not a broadcast facility, but it does provide programming to a variety of entities, including the network. The Center has been in the business of providing "cost-effective, service-focused" television programs since 1975.

OUT & ABOUT and LET ME SEE! are two of the more recent series on which the network and center have cooperated. Both are award winners. In the past the center and the network have cooperated on bike safety and math enrichment programs for in-school use and teacher in-service programs.

SPECTRUM 28, a public affairs program focusing on events and personalities in northwestern Wisconsin, is produced by the center for weekly broadcast on Ch. 28.

The center does other types of work for other clients—like public service spots, films, employee-training films, audio recording, and public education programs. A number of programs produced by the Center are distributed by the Central Educational Network and PBS Video.

UW-Green Bay photo

Slim Goodbody wows a live audience as well as students viewing THE INSIDE STORY WITH SLIM GOODBODY series on in-school television. The series was produced by the UW-Green Bay Center for Television Production.

Bobbie Kuchta is Teacher for a Day

NIBS Director Bobbie Kuchta helps teachers in the Ch. 28/Menomonie area tune in to ITV.

This fall many students in the Ch. 28/Menomonie area have been greeted by a special guest in their classrooms. The guest explains to students that she works with schools and is responsible for helping select and evaluate the television programs they see in school. Then she asks them to view a television pr gram with her.

The guest is Bobbie Kuchta, director of NIBS, and as of mid-October she had visited nine elementary-school classrooms as "Teacher for a Day." Kuchta comes into the classroom during the regular school day and actually teaches a television lesson. The students participate in pre-viewing activities, view a television lesson, and then participate in follow-up activities, all under the guidance of Kuchta.

The teacher-for-a-day approach to ITV utilization was born because Kuchta said she realized how tired teachers must feel attending her after-school workshops, and "...a tired teacher is just not as effective." Kuchta used this approach with success in the Bemidji, Minn., area when she was director of learning services for KAWE. When she began her new job at NIBS this year she put a coupon in her school contact letter announcing she was available as Teacher for a Day and got twenty-seven responses.

Before her visit Kuchta provides teachers and their principals with a list of television programs for which she has lessons prepared. Kuchta usually arrives early and talks with the teacher about the class—have students used ITV before, have they used this particular series?

Kuchta sees Teacher for a Day as learning experience for all those involved—the students, teachers, and herself. "It keeps me in touch with the classroom and makes it easier for me to relate to the demands teachers face. And kids change so much...," she explained. "Teachers are so busy that they just don't have time to stop and evaluate how to use TV, they don't have time to look for a new ITV program. Teacher for a Day is a reminder of how to use ITV and how effective it can be, and it doesn't take any extra time."

Teacher for a Day has proved to be so popular that Kuchta said she has "...just about as many requests as I can handle." So some teachers and students in the Ch. 28 area may have to wait until next school year for a special visitor to their classroom.

Paddington and Polkaroo arrive for holidays

Please alert all teddy-bear lovers of your acquaintance to the arrival of Paddington Bear. Paddington, the English teddy with the "hard stare," will join children for two weeks, Monday through Friday, Dec. 19 through 30, at 9:30 a.m. and 1:30 p.m. on network Channels 20/Wausau, 28/Menomonie, 31/La Crosse, 36/Park Falls, and 38/Green Bay. (Programs broadcast during the first week will be repeated the second week.)

Paddington will be accompanied by his Canadian cousins Polkaroo, Marigold, Humpty, and Dumpty—characters in the popular POLKA DOT DOOR series for preschoolers. The entertaining variety show POLKA DOT DOOR captures its audience with songs, mime, stories, film inserts, dance, and fantasy figures. Young viewers get involved in a rich variety of activities in art, music, and poetry that can continue after the program is over.

POLKA DOT DOOR will be broadcast Monday through Friday, Dec. 19 through 30, at 9 a.m. and 1 p.m. on *network channels only*.

Tony Moe, continued from page 1, column 3

Moe continued, "In programming there will be computer components with new TV series, like SOLUTIONS UNLIMITED, the consortium project in which we are participating with the Agency for Instructional Television. And that's just an example of how programming will evolve."

Even with all his enthusiasm for the new technology, Moe returns to the people aspect of broadcasting. "Costs will increase and the best solution to that is cooperation, people working together for a common purpose to make maximum use of the resources available."

Moe plans to continue to work on a limited basis in communications after his retirement from the ECB. His broadcast career began when he was a student at the University of Iowa and continued during law school at the University of South Dakota. After graduation from law school he worked at a radio station in his hometown of Sioux Falls, S.D., where he had worked part time during his school days. One success led to another and Moe had sales and management jobs for CBS in Minneapolis, Los Angeles, Detroit, and New York. Station ownership and general managership took him to radio and television stations in Des Moines and, finally, Madison in 1960.

His involvement in public broadcasting in Wisconsin began in 1965 with his appointment to the State Radio Council. The council was renamed the Communications Division of the Coordinating Committee for Higher Education and Moe was elected chair in 1970. In 1971 the state legislature created the Educational Communications Board and Moe became a member of the board. In 1972, after the death of Executive Director Lee Franks, Moe became executive director of ECB.

In-school television series starting in January

Unless otherwise indicated, teacher manuals for the following series may be ordered from the Wisconsin Educational Television Network, P.O. Box 5462, Madison, WI 53706. Times are listed for all channels except Ch. 8. Teachers in the Duluth-Superior area should check local listings.

Jan. 2
WISCONSIN THEN (Three, 15-min. social studies programs for gr. 4-6 broadcast Mon. at 10:15 a.m. and 1:15 p.m.) Each program includes three segments dealing with our state's history researched by nine- through twelve-year-olds. No teacher manual.

Jan. 3
ACROSS CULTURES (Thirteen, 15-min. social studies programs for gr. 6-9 broadcast Tues. at 8:45 a.m. and Fri. at 10:45 a.m.) Students visit three cultures and begin to understand the concepts of interdependence and global culture. Teacher manual: $1.75

THE NOVEL (Three, 15-min. language arts programs for gr. 9-12 broadcast Tues. at 8:15 a.m. and 2:45 p.m.) Each program focuses on a particular novel and emphasizes a particular literary concept. Teacher manual: $1.20

Jan. 4
JACKSON JUNIOR HIGH (Four, 15-min. health ed. programs for gr. 7-8 broadcast Wed. at 8:30 a.m. and Fri. at 11 a.m.) Alcohol education can help students prepare for decisions about whether and how much to drink. Teacher manual: $1.25. Student booklet: *Kids and Alcohol* $0.95.

Jan. 6
THE GREAT PLAINS EXPERIENCE (Six, 30-min. social studies programs for gr. 9-12 broadcast Fri. at 8 a.m.) This series shows how nomadic Indians tribes and early white settlers adapted to life on the plains. Teacher manual: order for $3.39 from: Great Plains National, P.O. Box 80668, Lincoln, NE 68501.

Jan. 23
ANIMATED CHILDREN'S STORIES (Thirteen, 15-min. language arts programs for gr. 1-3 broadcast Mon. at 1:45 p.m. and Tues. at 9:30 a.m.) These animated stories stimulate children's creative expression. Teacher manual: $1.35

BREAD & BUTTERFLIES (Fifteen, 15-min. career ed. programs for gr. 4-6 broadcast Mon. at 8:30 a.m. and Thurs. at 2:30 p.m.) Nine- to twelve-year-olds will get an understanding of the connection between school and the work world. Teacher manual: $2.35

Jan. 24
THE WORLD'S CHILDREN (Thirteen, 15-min. social studies programs for gr. 3 broadcast Tues. at 1:15 p.m. and Wed. at 9:30 p.m.) Each program follows a child in another country as she or he goes about typical daily activities. Teacher manual: $1.10.

MEASUREMETRIC (Twelve, 15-min. math programs for gr. 4-6 broadcast Tues. at 8:45 a.m.) Students learn to use the appropriate instruments to estimate and measure. Teacher manual: $1.50.

THE FOLK BOOK (Fifteen, 20-min. language arts programs for gr. 2-4 broadcast Tues. at 2:20 p.m. and Thurs. at 8:20 a.m.) Folk tales from around the world are presented. Teacher manual: $1.95.

THE BOOK BIRD (Sixteen, 15-min. language arts programs for gr. 3-4 broadcast Tues. at 9 a.m. and Thurs. at 1:15) Book Bird introduces students to a wealth of literature. Teacher manual: $2.20.

Jan. 25
REAL POLITICS (Eight, 15-min. social studies programs for gr. 9-12 broadcast Wed. at 8:45 a.m. and Fri. at 2:15 p.m.) Students see the day-to-day workings of Wisconsin state government. Teacher manual: $1.00.

STORYBOUND (Sixteen, 15-min. language arts programs for gr. 6 broadcast Wed. at 1:45 p.m. and Fri. at 9:30 a.m.) Students are introduced to a wide variety of books, ranging from history to mystery. Teacher manual: $1.75.

WISCONSIN THEN & NOW (Twelve, 15-min. social studies programs for gr. 4 broadcast Wed. at 10:15 a.m. and Fri. at 1:45 p.m.) Programs put students in touch with and give them an appreciation of Wisconsin's rich variety of resources, people, and cultural heritage. Teacher manual: $1.50.

Jan. 26
UNDER THE BLUE UMBRELLA (Sixteen, 15-min. social studies programs for gr. 1-2) Young viewers are introduced to places, institutions, and ways of living and working. Teacher manual: $1.45. Student manual: $1.45

Jan. 27
ODYSSEY (Fifteen, 15-min. social studies/science programs for gr. 5-8 broadcast Fri. at 11:15 a.m.) Host John Rugg introduces the wonders of such diverse regions as the Antarctica, the Arctic, and the equatorial region of South America. Teacher manual: $1.60

Postsecondary-level courses offered

Educational institutions around the state and Wisconsin public television cooperate to bring convenient learning opportunities to adults. Courses are offered for credit, enrichment, and certification.

Programs are broadcast at times convenient to educators—early mornings, late afternoons, and weekends. Students view programs in their homes, participate in discussion sessions, and independently complete course work.

All courses begin the week Jan. 15. Check with the institution offering the course in which you are interested for broadcast times in your area and for registration information. For information about Vocational, Technical and Adult Education (VTAE) courses, contact the educational TV coordinator at your local technical institute or Sandy Carman at (608)266-8764.

Please note that taping rights are not available for these programs.

TEACHING WRITING: A PROCESS APPROACH
The emphasis is on the process of writing rather than the product. Nine 30-min. programs. Offered by: UW-Madison, contact Penny Parsons at (608)263-4660; UW-Platteville, contact Cherise SeLoutos at (414)342-1314.

PROGRAMMING FOR THE GIFTED, TALENTED AND CREATIVE: MODELS AND METHODS
A variety of designs for meeting the needs of gifted, talented, and creative students are presented. Twelve, 30-min. programs. Offered by: UW-Whitewater, contact Karl Zahn at (414)472-1788.

FAST FOWARD 2
The technological revolution and its effects are explored. Some of the topics are lasers, future sources of energy, new transportation developments, and technology in education. Thirteen, 30-min. programs. Offered by: UW-Stout, contact Kathy Martin at (715)232-1187.

THE COMPUTER PROGRAMME
This series presents the basic concepts of computers and their applications in clear, concise terms and shows the effects they are having and will continue to have on all our lives. Ten, 30-min. programs. Offered by: UW-Platteville, contact Cherise SeLoutos at (608)342-1314.

THE NEW LITERACY
This comprehensive overview of the computer examines the applications of the computer in professional and personal settings. Twenty-six, 30-min. programs. Offered by: VTAE.

PERSONAL FINANCE
Students will learn the basics of budgeting and buying; the intricacies of home ownership, income tax and investments; and the wise use of insurance, wills, and trusts. Twenty-six, 30-min. programs. Offered by: VTAE.

YOU AND THE LAW
The course is intended for ordinary citizens who may need knowledge of the legal principals on which law is based. Offered by: VTAE.

THE MORAL QUESTION
This introductory social issues course deals with major moral problems of our time and is of particular benefit to those working in the health, counseling, and other helping professions. Ten, 30-min. programs. Offered by UW-Stevens Point, contact Mary Fleischauer, (715)346-3717.

PSYCHOLOGY OF HUMAN RELATIONS
Psychological principles can help in understanding personal relations. Thirty, 30-min. programs. Offered by: VTAE.

Interconnect
Vol. 3, No. 4

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Wisconsin Educational Television Network Channels: 20/Wausau, 26/Menomonie, 31/La Crosse, 36/Park Falls, 38/Green Bay. Affiliate Channels: 21/Madison, 10 & 36/Milwaukee, 8/Duluth-Superior. Wisconsin Educational Radio Network: 88-92 FM statewide.

The goal of *Interconnect* is to keep educators informed about the latest in educational telecommunications.

Issues are published monthly (except June, July, and August). Subscription cost is included in the Regional Service Unit membership fees. Cost for nonmembers is $30.00 per school year.

Second-class postage paid at Madison, WI

Editor: Margaret E. Davis
Graphic designer: Sherry Prinzbow

Network News

- **New ECB head**—Paul M. Norton has been appointed executive director of the Educational Communications Board (ECB), operator of the Wisconsin Educational Television and Radio Networks. Norton is currently deputy director of the ECB. He will begin his new job Jan. 1.
- **New ECB members**—Two new members have joined the Educational Communications Board. They are Ronald C. Bornstein, director of the UW-Extension Telecommunications Division, representing the University; and Lyle C. Martens, district administrator of the Seymour Community School District, representing the Dept. of Public Instruction.
- **Fund-raising notes**—The October fund drive for Wisconsin Public Radio netted almost $221,000 from 4,100 donors. Thanks to all who contributed. Fund raising for the Wisconsin Educational Television Network continues through Dec. 4.
- **Award winners**—The OUT & ABOUT program "Making Friends" has received a Gabriel Award. The ward is given annually by the Catholic Association for Broadcasters and Allied Communicators to work that creatively treats issues concerning human values. OUT & ABOUT, a series of eight 15-minute social skills and science programs, was produced for the network by the UW-Stout Teleproduction Center. The series will be rebroadcast second semester beginning Jan. 24.

  The Information Film Producers of America has presented an honorable mention in the Cindy Awards to the weekly current events series WHAT'S IN THE NEWS. The series, produced by WPSX-TV in University Park, Penn., is broadcast Friday at 9 a.m. and 2 p.m. on network and affiliate channels.

In-school specials for December

ACROSS CULTURES preview
Teachers can preview two programs from the new grade 6 through 8 social studies series ACROSS CULTURES Thurs., Dec. 1, at 10:30 a.m. The first program to be broadcast, "The Baoule," introduces peoples of this name living in the ivory Coast in West Africa. The second program, "Providing for Family Needs," (formerly titled "The Family Budget") will be broadcast at 10:45 a.m. and focuses on how the Baoule, the Osakans in Japan, and Tarahumara in Mexico obtain the necessities of life.

ACROSS CULTURES will be broadcast Tues. at 8:45 a.m. and Fri. at 10:45 a.m. on all channels (except Ch. 8) beginning Jan. 3. (See "Series starting in January" for teacher manual information.)

Primary level
"How Six Found Christmas" A little girl sets out in search of Christmas and finds the most valuable gift of all—the spirit of Christmas. Broadcast Mon., Dec. 12, at 10:15 a.m. and 1:15 p.m. 15 min. Taping rights: school year.

Intermediate level
UP TO YOUR EARS Three video programs focus on folk and electronic music. Twenty-seven audio programs are available through the ECB Tape Dubbing Service. 15 min. Taping rights: extended.

"Watching Music Made" (Electronic instruments and synthesizers) Broadcast Tues., Dec. 13, at 8:15 a.m. and Fri., Dec. 16, at 9:30 a.m.

"Seeing is Believing" (Synthesizer and tape recorder) Broadcast Wed., Dec. 14, at 8:30 a.m. and 1:45 p.m.

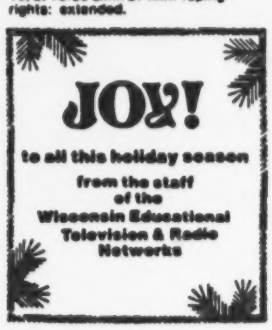
"Swing Your Partner" (Folk dances, songs, and instruments) Broadcast Thurs., Dec. 15, at 2:45 p.m. and Friday, Dec. 16, at 11 a.m.

Secondary level
"Wisconsin Waterways" Focusing on the Fox and Wolf rivers and Green Bay, this program shows how water resources affect lives around them. Broadcast Thurs., Dec. 8, at 10:30 a.m. 30 min. Taping rights: extended

"Alphabet: The Story of Writing" This documentary focuses on the development of the alphabet from cave etchings to contemporary electronic communications. Broadcast Mon., Dec. 12, at 8 a.m. and Thurs., Dec. 15, at 10:30 a.m., 27 min. Taping rights: extended.

Teacher in-service

Because of the holidays only two teacher in-service programs will be broadcast in the Monday 3 p.m. time slot in December. The last program ("Data Collection and Graphing") of the ACTION MATH series for middle-school teachers will be Dec. 5. On Dec. 12 an in-service program from the Dept. of Public Instruction dealing with college preparation will be broadcast (see page 1 for specifics). On Jan. 2 teachers can welcome the new year with a program from the EDUCATIONAL COMPUTING PROFILE. This series provides school personnel with information pertaining to the quality of electronic products and services.



December

December is fund-raising month on Wisconsin public television. The network will be raising funds through Dec. 4; Ch. 21/Madison, Dec. 2 through 12; Chs. 10 and 36/ Milwaukee, Dec. 3 through 11. Check your local schedule for special programming during this time. Note that program starts may be delayed because of fund raising and that schedules in the various channel areas may vary greatly during this time.

Later in the month a wealth of holiday programming will be broadcast on Wisconsin public television and radio. Again, check your local schedule.

Please check your local listings confirm times and dates and for repeats. All programs have 10-day taping rights unless otherwise noted.

NATURE
Level: middle school, secondary
Time: Sun. 7 p.m. (30 min.)

"The Flight of the Condor" (Dec. 4)
On a rare journey through the Andes Mountains, viewers glimpse a landscape of beauty and contrast.

"Amate: The Great Fig Tree" (Dec. 11)
This program focuses on the giant tropical fig tree found in the forests of Belize, Central America, and its importance as a food source and as a living and breeding habitat for thousands of living creatures.

"Voices in the Forest" (Dec. 18)
The highland people of Papua, New Guinea, have a centuries-old relationship with the island's beautiful birds of paradise, a relationship rich in ancient ritual which continues to exist even in the face of modern development.

"The Discovery of Animal Behavior, Part 1" (Dec. 25)
This six-part series blends dramatic re-creations with wildlife sequences as it focuses on some of the people who, through the centuries, have come closest to understanding the behavior of animals.

MASTERPIECE THEATRE
Level: secondary
Time: Sun 8 p.m. on network channels and Ch. 21; 9 p.m. Ch. 10 (60 min.)

"The Citadel" This ten-part drama focusing on an idealistic young doctor who battles prejudice and corruption in his own profession in England during the 1930s continues through January.

3-2-1 CONTACT
Time: Mon.-Tues. 5 p.m. on network channels; 5:30 p.m. on Ch. 10; 3:30 p.m. on Ch. 21 (30 min.)
Taping rights: school year

Programs are designed to spark an interest in science in eight- through twelve-year-olds. The theme for the week of Dec. 5-9 is senses. Daily program topics are: Mon., "Taste and Smell"; Tues., "Sight"; Wed., "Hearing"; Thurs., "Touch"; Fri., "Special Sensors."

NOVA
Level: middle school, secondary
Time: Tues. 7 p.m. (60 min.)

"25 Years in Space" (Dec. 6)
Happy birthday, NASA. Here's a review of what men has done in space up to now and a preview of what we may expect.

"Nuclear Strategy for Beginners" (Dec. 13)
NOVA takes on the greatest problem facing mankind today, the danger of nuclear warfare.

"Warming Warning" (Dec. 20)
NOVA examines the "greenhouse effect" and its relationship to the earth's surface and the lower layers of the atmosphere.

"Eyes Over China" (Dec. 27)
American medical personnel travel in a very special plane equipped with a state-of-the-art operating theater, visiting countries around the world teaching American medical techniques and learning those of the country they are visiting. Most of the filming was done during a visit to China.

VIETNAM: A TELEVISION HISTORY
Level: secondary
Time: Tues. 8 p.m. (60 min.)

"Homefront USA" (Dec. 6)
Through troubled years of controversy and violence, U.S. casualities mounted, victory remained elusive, and American opinion moved from general approval to general dissatisfaction with the Vietnam War.

"The End of the Tunnel (1973-1975)" (Dec. 13)
South Vietnamese leaders believed that America would never let them go down to defeat—a belief that died as North Vietnamese tanks smashed into Saigon on April 30, 1975, and the long war ended with South Vietnam's surrender.

"Legacies" (Dec. 20)
Vietnam is in the Soviet orbit, poorer than ever, at war on two fronts. America's legacy included more than 500,000 million refugees, 2.5 million Vietnam veterans, and some questions that won't go away.

THE NEW TECH TIMES
Level: secondary and for teachers
Time: Thurs. 9:30 p.m. on network channels; 8 p.m. Tues. Ch. 21; Thurs. 9:30 a.m. Ch. 10/Milwaukee (30 min.)

This timely series looks at the technology explosion which has moved from the workplace to the home. Nicholas Johnson hosts this look at new communications and home electronics industry, with product reviews, in-depth features, and late-breaking news.

New series deals with growing up

Growing up has never been easy—just ask anyone who has done it. Many of the problems that typically confront teenagers and their parents—sibling rivalry, family responsibilities, peer pressure, drug and alcohol abuse, divorce, sex, and death—are explored in the new ten-part PBS series MOVIN' RIGHT ALONG to be broadcast on *network channels* Monday through Friday, from Dec. 12 through 23, at 5 p.m. and repeated at the same time, Dec. 26 through Jan. 6. (Viewers in the Ch. 10/Milwaukee area can catch the last four programs in the series on Monday nights in December at 9:30.) An in-school broadcast of the series is planned for the spring.

Programs combine dramatizations with short documentary segments in which parents and teenagers who have experienced the specific problem depicted in the show talk about how they worked together to find resolutions. Psychologists offer advice as to how confrontations might be handled to minimize stress.

MOVING' RIGHT ALONG was produced by WQED/Pittsburgh under a contract from the U.S. Dept. of Education with an outreach grant from the Corporation for Public Broadcasting.

Merry Radio!

Wisconsin Public Radio proves that a small box can contain the best gifts!

special gifts to listeners during the holiday season include THE SNOW GOOSE, the moving tale of a goose that leads rescuers to the beach at Dunkirk during World War II, Friday, Dec. 23, at 7 p.m. At 9 p.m. that night INTERNATIONAL CHRISTMAS presents music from baroque France, medieval England, and Renaissance Spain. On NOEL DE FRANCE at 10 p.m. choruses, children's choirs, and orchestras from all over France perform traditional Christmas music.

Santa Claus will take calls from around the state Saturday, Dec. 24 from 11 a.m. until noon (then he has to start on his Christmas Eve trip). At noon the Metropolitan Opera will perform Humperdinck's *Hansel and Gretel*

December 1983

Sun	Mon	Tue	Wed	Thur	Fri	Sat
YESS-1983	School Volunteers Month 1983 is the Year of the Elementary and Secondary Schools in Wisconsin. December is School Volunteers Month.	This calendar includes information for in-school and out-of-school programs of note. Please be sure to check your local schedule for confirm times as broadcast may vary in different channel areas.		1 10:30 a.m. ACROSS CULTURES preview	2	3
4 7 p.m. NATURE 8 p.m. MASTERPIECE THEATRE	5 3 p.m. ACTION MATH—Data Collection and Graphing Mon.-Fri. 3-2-1 CONTACT 5 p.m. network channels, 5:30 p.m. Ch. 10, 3:30 p.m. Ch. 21	6 7 p.m. NOVA 8 p.m. VIETNAM: A TELEVISION HISTORY	7	8 10:30 a.m. Wisconsin Watchways 9:30 p.m. NEW TECH TIMES network channels only	9	10
11 7 p.m. NATURE 8 p.m. MASTERPIECE THEATRE	12 8 a.m. Alphabet: The Story of Writing 10:15 a.m. & 1:15 p.m. How Sis Found Christmas 3 p.m. Teacher In-service—College Preparation Mon.-Fri. 5 p.m. MOVIN' RIGHT ALONG network channels only	13 8:15 a.m. UP TO YOUR EARS—Watching Music Made 7 p.m. NOVA 8 p.m. VIETNAM: A TELEVISION HISTORY	14 8:30 a.m. & 1:45 p.m. UP TO YOUR EARS—Saving Is Believing	15 10:30 a.m. Alphabet: The Story of Writing 2:45 p.m. UP TO YOUR EARS—Saving Your Partner 9:30 p.m. NEW TECH TIMES network channels only	16 9:30 a.m. UP TO YOUR EARS—Watching Music Made 11 a.m. UP TO YOUR EARS—Saving Your Partner	17
18 7 p.m. NATURE 8 p.m. MASTERPIECE THEATRE	19 Network channels only: Mon.-Fri. 9 a.m. & 1 p.m. POLKA DOT DOOR 9:30 a.m. & 1:30 p.m. PADDINGTON BEAR Mon.-Fri. MOVIN' RIGHT ALONG 5 p.m. network channels only	20 7 p.m. NOVA 8 p.m. VIETNAM: A TELEVISION HISTORY No instructional programming	21	22 9:30 p.m. NEW TECH TIMES network channels only	23 On Wisconsin Public Radio 7 p.m. THE SNOW GOOSE 9 p.m. INTERNATIONAL CHRISTMAS 10 p.m. NOEL DE FRANCE	24 On Wisconsin Public Radio 11 a.m. Call-in to Santa 12 p.m. HANSEL AND GRETEL
25 7 p.m. NATURE 8 p.m. MASTERPIECE THEATRE	26 Network channels only: (Repeats from Dec. 19-23) Mon.-Fri. 9 a.m. & 1 p.m. POLKA DOT DOOR 9:30 a.m. & 1:30 p.m. PADDINGTON BEAR Mon.-Fri. 5 p.m. MOVIN' RIGHT ALONG (repeat) network channels only	27 7 p.m. NOVA No instructional programming	28	29 9:30 p.m. NEW TECH TIMES network channels only	30	31

Category: Promotion Production - ITV Promo Spots

Submitted By: Ms. Mary Richter
Director Instructional Television
WGTE
Toledo, Ohio 43692

WGTE produced a series of 30-second promos to describe the many services available from the station's Instructional Television Department. They were aired during the March festival to inform the general public about the ITV Service. Following the festival the promos were inserted into the ITV schedule as continuity.

The promos elicited positive feedback from both the general viewing public and schools.

Category: Production/Workshops - Teleconference

Submitted By: The Education Staff
Mississippi Educational Television
Contact: Willie Tucker, Coordinator of Utilization
and Support Services
Mississippi Authority for Educational Television
P.O. Box 1101
Jackson, Mississippi 39215

In order to reach ITV Building Representatives throughout the state of Mississippi, the Education Staff at Mississippi ETV broadcast a 90-minute teleconference/workshop:

--To present new procedures for updating and distributing print materials (ITV RESOURCE BOOK, ITV SCHEDULE AND PLANNING BOOK, teachers' guides, ITV SKILLS/CONCEPTS INDEX, ITV newsletters, ON CAMERA and student materials);

--To promote the new ITV series for 1983-84;

--To increase awareness of utilization and field engineering services;

--To promote the Mississippi Awards (ITV Teachers of the Year) and encourage participation;

--To promote postsecondary telecourses and explain the recertification process; and

--To give an update of ITV series in production--TOMES AND TALISMANS, a library skills series, and POSTSCRIPTS, which features Mississippi writers.

Utilization and public information personnel worked cooperatively to plan promotional activities. It was decided that the best way to promote the teleconference was by direct mail. A gift tape-dispenser was coordinated with the invitation to each ITV representative as an attention-getter. Additional promotional activities included an announcement in the spring ITV NEWSLETTER, a letter to school principals in the fall and on-air spot announcements.

Field reaction to the conference idea (as opposed to holding regional meetings) was positive. Follow-up evaluation showed 97% to 98% of participants rated the conference as valuable and suited to their specific needs. Here is a sample of responses from the participants:

--"Loved the idea. We could videotape it and view it when we were free. Entire faculty saw part about professional updating--excellent opportunity."

--"Teleconference makes it much easier for ITV representatives who are classroom teachers to attend."

--"More effective in comfort of own setting, rather than traveling to a conference."

--"It was a very informative teleconference. Beautiful -- like being there without taking leave -- saved on time and transportation. Thank you."

These show the general enthusiasm the teleconference generated.

Category: Promotion/Production - Broadcast of ITV program samples

Submitted By: Education Staff
Wisconsin ETV Network
3319 W. Beltline Highway
Madison, Wisconsin 53713

Each summer the Wisconsin Educational Television Network produces two 30-minute video programs composed of clips from series new to the ITV schedule.

The samplers are a quick, vivid method of letting school administrators, educators, parents, and interested others know what the new series look like and how they can fit into the curriculum. They are broadcast at the beginning of the school year during school time and school personnel are encouraged to tape them for use by individuals or groups of teachers and/or parent-teacher organizations. Regional Service Unit directors (utilization specialists) and the Network's manager of school services also use the samplers at the ITV utilization workshops they provide. The Network's regional representatives also present the samplers to service and other groups in the general public.

Category: Production: Local Production: Microcomputer Inservice

Submitted By: Mrs. Betsy Walkup
ITV Utilization Coordinator
ITV
Seminary Avenue
Yonkers, New York 10704

ITV produced this series on "Microcomputers, Yesterday, Today, and Tomorrow." In order to promote using this program, the enclosed flyer was sent to every school in the diocese. During a teacher conference, the program was shown on television at a booth, with the flyers accompanying it. It was also promoted in ITV's Media-Gram---a newsletter that goes to the schools nine times a year.

Descriptions of the three programs are shown below.

Lesson 1. A General Introduction to Computers

Humanity has long used numbers to store and convey information. The history of counting and arithmetic is outlined in this telecast, and the introduction of counting tools discussed. The evolution of the counting tool from the abacus to the electronic computer is presented. A modern computer system's hardware is detailed, and the concepts of software (programming) are introduced. Modern computer media are reviewed and the microcomputer is introduced.

Lesson 2. What to Do When the Microcomputer Arrives

The telecast opens with a brief review of the history of computing and the introduction of the microcomputer. A Commodore 64 microcomputer is unpacked on set, and assembled. The parallels with the large mainframe computers viewed in telecast #1 are noted. The Commodore 64 is used to demonstrate introductory programming by showing printed displays, interest calculations and stock record-keeping. Programming terms are introduced and reviewed as the computer is programmed to solve problems, and demonstrate the color and sound capability of this particular computer. A brief discussion of game construction and graphics is included.

Lesson 3. How to Use the Microcomputer

The concepts of counting, computer programming and the microcomputer are reviewed briefly, and the microcomputer used in this telecast, a Radio Shack TRS, Model 1, is introduced together with the hardware of the floppy disk and the printer. Parallels with the mainframe computer are noted as computer programming terminology for the BASIC language is reviewed and expanded. Sample problems in "change making," graphic displays, printing and the use of the computer to study French, English and arithmetic drills are discussed. A program illustrating graphic motion is introduced and discussed. Emphasis on the concepts of disk storage, the computer library and introductory programming terminology is covered in this telecast.

P.S. You may wish to note that this series is strictly introductory. No computing background is required. All technical terminology is defined as it is used.

Category: Production/Workshop - ITV and Reading Motivation

Submitted By: Carol Bosley
Project Coordinator, Reading Motivation
WVIZ-TV
4300 Brook Park Road
Cleveland, Ohio 44134

Reading Motivation

Reading Motivation was a subject suggested by the WVIZ Educational Services staff as well as requested by teachers and was enthusiastically implemented for in-service in three major ways, workshops, print packets and broadcast.

Two workshops, open to teachers and administrators, were presented at WVIZ. The first workshop, an all-day event featuring a well-known reading specialist as well as reading and library skills through ITV, was such a sell-out that it was repeated two months later, again to a full house, about 90 people.

A unique and exciting part of the presentation, and one which greatly extended its reach, was the taping of the morning session of Workshop #1, editing it into a one-hour program and incorporating it into the WVIZ in-service series. It was titled IN-SERVICE Forum: READING MOTIVATION and was aired on both Channel 25 and our ITFS Channel. The tape was made available to schools through the Videotape Library.

A publicity plan was worked out, including flyers, large postcards and Views-letters which were distributed to every teacher and administrator in the WVIZ viewing area and by other means.

An evaluation form was filled out by participants; 95% of them returned, and every one was positive and rated the workshop highly. We provided a buffet lunch, which also received enthusiastic response.

A G E N D A

Morning Session (8:30 a.m. - 12:00 p.m.)

Morning presentations have been shortened to fit into the format of In-service Forum--which will be aired on Channel 25 February 15 from 3:00 to 4:00 p.m. You are a part of our In-service Forum audience.

Coffee & Registration

Mrs. Oresta Zadony
Introduction of Topics and Presenters

Mrs. Sandra Neiding
"From Classics to Folklore"

Mrs. Marian Cropp
"What's A Television Doing On A Bookshelf?"

Dr. Claudia Cornett
"Humor In Literature"

Questions and Answers

Lunch (12:00 - 1:00 p.m.)

Afternoon Session (1:30 - 3:00 p.m.)

Afternoon presentations will be expanded--versions of several of the morning sessions. The afternoon program will feature--

"From Classics to Folklore"
"What's A Television Doing On A Bookshelf?"
"Using ITV to Teach Library Skills"

READING MOTIVATION WORKSHOP

GRADES K-6

JANUARY 24, 1984
8:30 a.m. - 3:00 p.m.

Humor, folklore, library skills and ITV
will give you new ideas and fun for the classroom.

Dr. Claudia Cornett
Wittenberg University
"HUMOR IN LITERATURE"

Sandra Neiding
Vermilion Schools
"AMERICAN FOLKLORE"

Oresta Zadony
and
Marian Cropp
WVIZ Curriculum Specialists
"LIBRARY SKILLS"
and
"WHAT'S ITV DOING ON THE BOOKSHELF?"

Special: Morning session will be taped for later broadcast on In-service Forum. Be a part of our audience.

COST: $10.00 (includes lunch and handouts)

READING MOTIVATION REGISTRATION FORM

I/We will attend the Reading Motivation Workshop on JANUARY 24, 1984.
The cost is $10.00 per person including lunch and workshop materials.

Name (please print) _____ Position _____

School/District _____ Phone # _____

Address _____ City _____ Zip _____

Names of others also attending: _____

_____

Total enclosed $_____ (Make checks payable to WVIZ-TV)

Mail registration form and payment to: WVIZ-TV, Educational Services Dept.
4300 Brookpark Rd., Cleveland 44134

Category: Production/Curriculum Integration - State Minimum Standards Implementation Using ITV

Submitted By: Education Staff
WVIZ-TV
4300 Brook Park Road
Cleveland, Ohio 44134

The Ohio State Department of Education recently introduced new standards for elementary and secondary education in the state of Ohio. All schools will be revising and updating curricula. Our purpose is to show how ITV, all series, and especially those related to competency-based education, are both applicable and necessary to these curricula and should be incorporated into the basic planning. WVIZ's plan was to work with the State Department of Education and to develop an extensive guide that clearly stated the reasons for integrating ITV into specific curricula and how to do so. Presentation was made in four ways: a one-hour broadcast aired on both Channel 25 and the ITFS channel; a book entitled Instructional Television: Implementing the Minimum Standards; a meeting at WVIZ with representatives of all school districts; and individual school or district conferences or calls. The purpose of these is to make administrators, curriculum directors and those in decision-making positions aware of ITV's relationship to the revised state standards.

Production Component

An effective way to reach great numbers of educators as well as inform the viewing public was a 60-minute live broadcast with interactive call-in. This program, called In-Service Forum: Minimum Standards, featured the Director of Elementary and Secondary Education and the Assistant Director of Elementary Education, both of the State Department of Education, explaining the new standards. Two WVIZ staff members hosted the program and demonstrated the relationship of ITV to the standards using excerpts of ITV programs. The most important part of the project is the book Instructional Television: Implementing the Minimum Standards. It is a thorough study of the state documents and presentation of hundreds of ITV programs and their integration into the standards. It is designed in a format similar to that of the state documents and presented in a charted and easily read manner. The ITV book is to be kept and used with the fourteen state books in reference and planning. Also featured and integrated by curriculum are films from the Metropolitan Cleveland Educational Resource Center (MCERC), housed at WVIZ. In all documents special emphasis is given to competency-based education.

All documentation is color-coded to the state's "rainbow" of colors, making each document quickly identifiable by competency.

A group of reference documents follows.

WVIZ-TV EDUCATIONAL SERVICES DEPARTMENT **Please Post**

special interest

In-service Forum Wednesday, January 18 3:00-4:00 p.m.
Live Call-In Special:
"The New Minimum Standards for Elementary & Secondary Schools in Ohio"
and
"Using Instructional Television to Implement these Standards"

- FEATURED SPEAKERS:
  Mrs. Mary J. Poston, Director of Elementary & Secondary Education, Ohio DOE
  Dr. Eugene B. Wenger, Assistant Director of Elementary Education, Ohio DOE
- HOW OUR EDUCATIONAL STANDARDS have been improved and how COMPETENCY BASED EDUCATION has been integrated into the curriculum
- INTRODUCTION of WVIZ's new publication, "Instructional Television: Implementing the Minimum Standards"
- A LIVE CALL-IN -- PHONE IN YOUR QUESTIONS TO BE ANSWERED ON-THE-AIR (a non-broadcast call-in to the studio will continue following the program)

This 60-minute PROGRAM REPEATS ON CHANNEL A-3, FRIDAY, JANUARY 20 @ 10:00 A.M. Will be available from the WVIZ Videotape Library after after broadcast.

channel 25
WVIZ public television cleveland
Phone (216) 398-2800

GENERAL CRITERIA FOR INSTRUCTIONAL TELEVISION

In keeping with the General Criteria suggested on pg. 11 of the Materials Selection Guidelines, Instructional Television successfully addresses each of the 14 listed criteria:

1. The variety and scope of ITV material available assists in meeting the objectives of many courses of study K-12.

2. ITV addresses the needs of various learners, grades K-12, and a variety of learning styles, skills, interests and activity.

3. The teacher needs are met in that the programs enhance the classroom curriculum and also provide generous support material.

4. Instructional Television has made strides toward portraying women, minorities, ethnic groups as role models and in a pluralistic society. There are many programs about and for the handicapped.

5. ITV programs are carefully supervised and researched by teams of competent and recognized educators as well as professional television producers. Worldwide sources are used.

6. Materials are authentic, reliable, current and valid and copyright and date of production are clearly stated.

7. The scope of an entire series can be broad and encompassing, or a single program, as well as a series can augment and enrich most curricula.

8. The format is useable by all schools and the technical quality is excellent. Schools need to keep their equipment in good working order.

9. The style of presentation and organization of material is exceptional in that each minute of time is utilized to its fullest and 15 minutes of program provides a wealth of information based on many hours of research and production.

10. The aesthetic value of these productions continues to improve and students find the programs stimulating and appealing.

11. There is no cost to the schools for the broadcast, taping in the school and much of the print material and other support services.

12. Critical thinking skills have long had a high priority in Instructional Television. Many programs are designed with that specifically in mind. Controversial issues are presented from a variety of viewpoints.

13. ITV offers unique opportunities for sharing instruction via a closed circuit within a building, a loop within a district, a cable access channel to the community or open air broadcast where the parent at home can see the same instructional program that the student uses. The ITV agencies (stations) also provide sharing through area-wide meetings which provide program resources, fill needs assessments and offer program selection as well as other consortium activities.

14. Instructional television constantly strives for increased effectiveness and reflects the newest in technological trends as well as social and educational trends.

INTERVENTION

The document on Intervention lists possible approaches to encourage the progress toward competency.

Four of the five approaches, listed on page 5, can easily be supplemented with Instructional Television.

1. If it is necessary to halt and modify current instruction, the teacher might look at the instructional resources available through television and its teacher guides and try this approach.
2. Regrouping students with similar needs, whether it be of long or short duration, may be the time to try ITV as the catalyst.
3. Seeking information from another party is suggested. ITV brings unique persons and events to the classroom.
4. Supplement regular activity through the use of ITV and films.

When intervention takes place in grouping and individual learning, ITV is an adaptable medium. It may be used easily with any size group or the individual. Videotapes provide easy, anytime access.

Planning for Intervention

In the section on Planning for Intervention, page 9 refers to the modification of learning materials to learning styles. For the teacher who has not yet tried ITV in the program, this may be a successful modification. As for learning styles, ITV brings a visual as well as auditory learning experience. Many children will respond to this learning situation.

To find these specific ITV programs and series which apply to competency based education, review Part 2 of each grade level where the gray, screened areas within the charts will identify those most applicable to the competency based program.

CONSIDERATIONS IN COURSE OF STUDY DEVELOPMENT

The Process Model for Course of Study, Chapter 2, speaks to the development of the course of study. The major portion of the book you are now reading is devoted to addressing these curriculum areas and clearly stating the integration of Instructional Television. Each area is developed by grade level and interwoven with competency based education. Each section includes a list of 16mm films also applicable.

This book presents programs selected specifically because they relate to the standards. There are additional programs and series from your local Instructional Television Agency which may also apply or may be used in areas not designated in this book. Please check your Instructional Television Catalogue and your Film Library Catalogue.

SUPPORT SERVICES

Among the most important parts of the programming are the support services.

To make the use of ITV more effective, there are many additional services to the on-air programs. Most are free of charge; some services may have a nominal fee.

One of the most important parts of the programming is the accompanying teacher guide and print material. Very complete synopses of programs, previewing activities and discussion, as well as extensive follow-up activities and plans are presented. Many guides include bibliographies, vocabulary, projects and other reference material.

Videotape libraries and rights for in-school taping are available.

In some areas a second ITFS channel feeds additional and request programs to receiving schools.

Ohio ITV Agencies provide curriculum specialists, school service facilitators, ITV consultants or coordinators who will visit schools to talk to faculty and administrators and present workshops. Several have field engineers who can advise schools on equipment, its use and care. Committees of school personnel meet regularly to assist in program selection and discuss the many topics related to ITV. Workshops are held at stations or other centrally located areas. In-service programs for teachers are broadcast. Contact your local ITV agency for complete details. See page three for addresses and phone numbers.

There is a continual updating of standards. Each year brings new ITV programs, new resources, new teacher guides, and new schedules to the classroom. Curriculum committees of teachers and administrators constantly evaluate series.

INSTRUCTIONAL TELEVISION SERIES 7-8

Natural Phenomena (7-12) 10 pgms./13-20 min. each	Explores many natural phenomena and scenic wonders and relates them to the on-going scientific processes which cause them.
Physical Science Demonstrations (7-12) 30 pgms./15 min. each	Professor Julius Sumner Miller has a talent for making science experiments exciting and entertaining intellectual adventures.
Spaces (4-8) 6 pgms./30 min. each	Introduces many facets of the world of science to children. Focuses on the work and philosophy of Black, Asian, Hispanic and Native American Scientists.
Terra: Our World (5-8) 10 pgms./20 min. each	This series is designed to awaken in students an awareness of environmental issues such as food, energy, and pollution.

SOCIAL STUDIES

American Scrapbook (5-8) 16 pgms./15 min. each	This on-location production visits numerous sites in the country which are representative of the eras of America's development.
Cop Talk (6-9) 5 pgms./11-26 min. each	These programs inform young people about their rights and obligations under the law and clarify the role of the police officer.
Countries and People (7-12) 17 pgms./30 min. each	Explores the past and present of Latin America, the Mediterranean and the Near East and the influences these societies have on our culture.
Energy Adventure (4-8) 2 pgms./20 min. each	A fast program on mobile energy designed to foster a greater understanding of energy issues.
Finding Our Way (4-8) 16 pgms./15 min. each	A new and fresh approach for students to learn, use and interpret map and globe skills.
Give and Take (8-10) 12 pgms./15 min. each	To improve the economic knowledge and decision-making skills of secondary students in their roles as consumers, producers and citizens.
The History of Black Americans (7-12) 16 pgms./20 min. each	The lessons present the highlights of the Black Man's contribution to America.

Category: Curriculum Integration - Vocational Students and Handicapped Students

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DEVELOPMENT OF INDEXING AND CROSS-REFERENCE MATERIALS FOR CURRICULA FOR VOCATIONAL STUDENTS AND HANDICAPPED STUDENTS

Upon presenting ITV to the faculties and administrators of special areas, particularly Vocational and Handicapped, it became evident that there was a need to index and cross-reference ITV programming to help these educators find what is available and appropriate to these special students.

In these two specific areas, Vocational and Handicapped, committees were assembled to represent teachers, administrators and county boards. These committees met several times with the WVIZ curriculum specialists and viewed programs, reviewed guides, and made recommendations for both viewing and activities appropriate to their speciality. These committees are on-going and will meet 2 to 3 times per year for updating materials. The committees were enthusiastic and every member asked to remain on the committee another year.

The end result was 2 books, sent out to all vocational schools, boards of mental retardation and classes for the handicapped (see next page).

Additional promotion was the distribution and explanation of the books at an Advisory Council meeting for representatives of all school districts in the NE Ohio area. Viewsletter articles were sent to 33,000 teachers and administrators and special notices to associations of retarded and handicapped. Curriculum specialists have visited specialized schools and conducted faculty in-service or have visited with curriculum people to familarize them with the books.

Agricultural Science

SHAPING OUR STATE (5-8)
#10 Farming Ohio (15 min.) — Shows different types of farming in Ohio and how they are related to the types of soil.

CAREER SERIES: GVCIS (7-12)
1 Arborist/Tree Surgeon (10 min.)

GETTING IT TOGETHER (7-12)
#11 Careers in Agriculture (20 min.)

Business Education

*CONSUMER CONNECTION (9-12)
7 pgms./20 min. each — Assists high school students in developing consumer skills.

Selected Programs From The Following Series:

CAREER SERIES: GVCIS (7-12)
2 Accountant
3 Secretarial/Clerical
7 Computer/Electronics Technician
#10 Data Entry Operator
#18 Medical Receptionist
#22 Paralegal
#26 Small Business Owner
#31 Word Processor
#34 Programmer/Systems Analyst
#35 Choosing A Career (23 min.)
Each program highlights a different job through interviews with people on that job. They are 10-15 minutes in length.

FAST FORWARD II (10-12)
7 Office of the Future (30 min.)

For Related Topics, see:
- COMPUTER EDUCATION/TECHNOLOGY
- CONSUMER EDUCATION
- GUIDANCE/CAREERS/JOB PLACEMENT

Computer Education/Technology

ADMINISTRATIVE APPLICATIONS FOR COMPUTERS IN SCHOOLS
2 pgms./30 min. each — A videotaped workshop, COMPUTERS IN YOUR SCHOOLS, held at WVIZ in 1983. See Catalogue of Curriculum Resources for speakers and topics.

ADVENTURE OF THE MIND (10-12)
6 pgms./15 min. each — This series on personal computing motivates students to apply computer-related information to meet individual needs.

THE COMPUTER PROGRAMME (6-12)
10 pgms./30 min. each — Presents the basic concepts of computers and their applications in clear, concise terms.

*FAST FORWARD II (10-12)
13 pgms./30 min. each — Exploration of the technological revolution and its effects.

NASA AT WORK (8-12)
7 pgms./30 min. each — A variety of programs dealing with the latest information on space and space exploration.

NEW TECHNOLOGIES IN EDUCATION (9-12+) 16 pgms./8-65 min. each — The use of computers in education is explored.

Selected Programs From The Following Series:

SPACES (4-9)
3 Computers (30 min.) — This program covers computerized music; CADAM, computer-aided design and computer-assisted manufacturing; a high school computer whiz demonstrates computer programs/games.

Consumer Education

*CONSUMER CONNECTION (9-12)
7 pgms./20 min. each — Assists high school students in developing consumer skills.

*GIVE AND TAKE (8-10)
12 pgms./15 min. each — Improves the economic knowledge and decision-making skills of secondary students in their roles as consumers, producers and citizens.

TAXPAYER EDUCATION (8-12)
3 pgms./16-25 min. each — Understanding our tax system.

Early Childhood Education

*FOOTSTEPS (11-12)
30 pgms./30 min. each — Programs deal with aspects of child rearing, family interaction, child psychology and principles of growth and development.

DENTAL HEALTH SPECIALS (1-2) — Show children proper ways to brush and floss teeth and other dental hygiene information.

PARENTS AS PARTNERS (In-service)
3 pgms./30 min. each — Suggests daily activities that parents and other adults can do with pre-school and primary grades children in initiating learning.

RAINBOW ROAD (In-service) — Shows parents how to give their infant to six-year-old children a solid foundation of basic reading readiness skills to prepare them for school.

RIPPLES (K-1)
30 pgms./15 min. each — Presents a variety of encounters intended to develop a child's aesthetic feelings and human values, sense of inquiry, ability to cope with change, and capacity for creating and understanding relationships.

SESAME STREET (Preschool-K)
5 pgms. weekly/60 min. each — Strengthens pre-reading and pre-science skills and introduces youngsters to the diversity in the world around them.

TEACHING EARLY READING (In-service)
6 pgms./30 min. each — Presents the elements of language development and demonstrates methods for skill development in early readers.

Guidance
Careers/Job Placement

*CAREER SERIES: GCVIS (7-12)
35 pgms. 10-23 min. each — Each program highlights a different job through interviews with people on that job. Pgm. #35 focuses on Choosing a Career.

*COMMUNICATION AT WORK (9-12)
9 pgms./15 min. each — Four kinds of communication skills are presented: (1) giving information; (2) persuading others; (3) getting information; and (4) understanding rules.

*GETTING IT TOGETHER (7-12)
11 pgms./20 min. each — Information about a variety of career areas; assists the student in developing skills in investigating other areas and in looking within himself to appraise his own special interests and potential.

*JOB SEEKING (9-12)
8 pgms./15 min. each — Presents the viewpoint of an experienced personnel officer on topics like the resume, application form, on-target and off-target interview, importance of grammar, and follow-through.

*MAKING IT WORK (9-12)
12 pgms./10-15 min. each — Helps the student perform his best in looking for a job and on the job. Includes job searches, the application, the employment test, and the interview.

*MATHEMATICS AT WORK IN SOCIETY (9-12)
4 pgms./20 min. each — Men and women in careers which depend on mathematics.

*THE WORKING SERIES (9-12) — Helps an employee be successful on the job. Covers interpersonal skills, work habits, employee review and self appraisal.

Selected Programs From The Following Series:

ARTS ALIVE (6-9) 13 min. each
#12 Arts and Technology
#13 Arts and Work

* = See page 9 for program titles

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SERIES TITLE	DESCRIPTION	CODES
ALL ABOUT YOU 30 programs - 15 min.	An emphasis on patterns of basic health care for physical and emotional growth.	MSPR - p, i LD - p DH - p
ART CHEST 30 programs - 15 min.	Creative expression is emphesized while building a child's confidence and enjoyment in simple art projects. Programs can be used with low level physically limited students when assisted by teachers and aides.	MSPR - pre s, p, i DH - p, i LD - p, i HI - p, i SBH
ART MAKER 30 programs - 15 min.	Arts and crafts lessons for intermediate students - an excellent teacher resource.	MSPR - i, pre voc DH - i, j LD - i, j
ARTS EXPRESS 20 programs - 15 min.	Children are introduced to the arts through a variety of ways, including animation and drama. Arts and the environment and arts in communication are also addressed.	MSPR - p, i DH - p, i LD - p, i
BODY WORKS 30 programs - 10 min.	A series of exercise lessons designed for student participation within the classroom setting. Life-long habits of good nutrition are introduced.	MSPR - p, i, pre voc DH - p, i LD - p HI - p
COMMUNITY HELPERS 8 programs - 15 min.	Helps primary student to understand the dynamics of human communities and to develop an appreciation for workers, who contribute to the functioning of the community.	MSPR - p, i DH - p, i LD - p, i
COP TALK 5 programs - 11-26 min.	COP TALK informs young people about their rights and obligations under the law and clarifies the role of the police officer. Programs present actions and consequences in real life situations.	MSPR - i, pre voc DH - i, j, s LD - i, j, s

CODES

MSPR	MODERATE SEVERE PROFOUNDLY RETARDED
SBH	SEVERELY BEHAVIORALLY HANDICAPPED
LD	LEARNING DISABLED
HI	HEARING IMPAIRED
DH	DEVELOPMENTALLY HANDICAPPED
pre s	PRE SCHOOL
p	PRIMARY
i	INTERMEDIATE
j	JUNIOR HIGH
s	SENIOR HIGH
pre voc	PRE VOCATIONAL